

# specification

November 2009

ENTRY LEVEL – RELIGIOUS STUDIES SPECIFICATION

## ENTRY LEVEL CERTIFICATE IN RELIGIOUS STUDIES

R468

For teaching from September 2010

[www.ocr.org.uk/entrylevel2010](http://www.ocr.org.uk/entrylevel2010)



## Why choose OCR Entry Level Certificate in Religious Studies?

Our new Entry Level Certificate in Religious Studies combines all that is most engaging about both GCSE Religious Studies A (World Religion(s)) and GCSE Religious Studies B (Philosophy and Applied Ethics) in one simple easy-to-teach package.

### Real and engaging

The choice of topics, which is based on the World Religion(s) and Philosophy and Applied Ethics GCSE qualifications, is designed to engage the minds of Entry Level candidates by relating the religions they study to real world issues that confront them every day.

They will look at aspects of learning on one or a combination of World Religions, and this knowledge is related to familiar ethical issues.

### Practical and flexible

The new qualification is an internally assessed, externally moderated qualification. Candidates study four of fourteen available topics derived from both GCSE Religious Studies A (World Religion(s)) and GCSE Religious Studies B (Philosophy and Applied Ethics). They produce a set piece of work for each of the four topics marked by the centre.

All the resources available to GCSE candidates are also available to Entry Level candidates. These include textbooks, the internet and all the multimedia resources that stimulate candidates' minds into engaging with the subject of Religious Studies.

### Moving on

All of the content of this Entry Level course in Religious Studies is taken from a combination of both Religious Studies GCSE A (J620/J120) and B (J621/J121) in a simplified form.

Candidates who show the necessary level of achievement should be able to transfer or progress to either of the GCSE courses.



## Religious Studies

OCR Entry Level Certificate in Religious Studies R468

**November 2009**

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# 1 Introduction to Entry Level Certificate in Religious Studies

## 1.1 Overview of OCR Entry Level Certificate in Religious Studies

This qualification offers a choice of fourteen topics, any **four** of which candidates may study, subject to the restriction below:

1. Buddhism
2. Christianity
3. Christianity (Roman Catholicism)
4. Hinduism
5. Islam
6. Judaism
7. Sikhism
8. Religion and science
9. Religion and human relationships
10. Religion and medical ethics
11. Religion, poverty and wealth
12. Religion, peace and justice
13. Religion and equality
14. Religion and the media

Please note that candidates may **not** study both of topics 2 and 3, due to too much overlap between the two topics.

It has one component, assessed using four submitted pieces of work, or tasks. These are internally marked and externally moderated, and conform to the same two Assessment Objectives as the GCSE. Each task should be on a separate topic. This will ensure that work submitted is addressing each of the four topics studied.

### Entry Level R468

Title	Time	Weighting	Number of Questions	Max Raw Mark / (UMS)	Additional Comments
Tasks	No time limit	25%	Task 1 (1 topic)	20	Each piece of work to be approx 250 words.
		25%	Task 2 (1 topic)	20	
		25%	Task 3 (1 topic)	20	
		25%	Task 4 (1 topic)	20	

## 1.2 What is new in OCR Entry Level Certificate in Religious Studies?

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Do you currently teach OCR Entry Level Certificate in Religious Studies? If so, please check the table below for details of the main differences between that and the new version, for first teaching in September 2010.

What stays the same?	What is changing?
<ul style="list-style-type: none"><li>You can still teach the content alongside our World Religion(s) and Philosophy and Applied Ethics Religious Studies GCSEs.</li><li>The qualification is based on internally marked, externally moderated work.</li><li>Candidates study and submit work on four topics.</li><li>Assessment Objectives match those of the Religious Studies GCSEs.</li><li>Task titles are set by OCR.</li></ul>	<ul style="list-style-type: none"><li>This specification combines the content of both GCSE Religious Studies A (World Religion(s)) and GCSE Religious Studies B (Philosophy and Applied Ethics).</li><li>Candidates submit four pieces of work for moderation rather than eighteen.</li><li>There are fourteen topics, combining World Religions and Philosophy and Ethics.</li><li>There are only two Assessment Objectives.</li><li>Centres may not suggest their own titles.</li></ul>

## 1.3 Guided Learning Hours

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There are no specified guided learning hours for this course but typically the course could take between 60 and 120 guided learning hours depending on the ability of the candidates and the delivery approach adopted.

### 1.2 Total Qualification Time

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Total Qualification time (TQT) is the total amount of time, in hours, expected to be spent by a learner to achieve a qualification. It includes both guided learning hours and hours spent in preparation, study and assessment. The Total Qualification time for Entry Level Certificate in Religious Studies is 140 hours.

# 2 Content of Entry Level Certificate in Religious Studies

## 2.1 Specified Content

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### Topics

1. Buddhism
2. Christianity
3. Christianity (Roman Catholicism)
4. Hinduism
5. Islam
6. Judaism
7. Sikhism
8. Religion and science
9. Religion and human relationships
10. Religion and medical ethics
11. Religion, poverty and wealth
12. Religion, peace and justice
13. Religion and equality
14. Religion and the media



## 2.2 Content

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### 1. Buddhism

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#### Belief about deity

The Life of the Buddha

- From birth to enlightenment.

Beliefs of Buddhists

- The Three Universal Truths: anicca, anatta, dukkha.
- The Four Noble Truths, including tanha and the Noble Eightfold Path.
- The Three Refuges: Buddha, Dhamma, Sangha.
- The Five Precepts.
- The three poisons: Lobha, Dosa, Moha.

#### Religious and spiritual experience

Public and private worship

- Concept of worship.
- Worship in a vihara and at home (puja).
- The use and significance of design, symbols, artefacts, rupas and offerings in Buddhist places of worship.
- Meditation.

Food and fasting

- Concept of fasting.
- Use of food and fasting as a spiritual discipline.
- Food for festivals.

Festivals

- Rain Retreats, Uposatha Days and Wesak.

#### The end of life

Life after death

- Concept of reincarnation/rebirth.
- Understanding of:
  - Samsara
  - Kamma
  - Nibbana
  - Beliefs about death and dying and life after death.
- Funeral Rites.

#### Religion in the Family

The application of Buddhist principles to issues concerning:

- The family
- The lifestyle of a bhikkhu and bhikkhuni
- The role of the monastic Sangha and its relationship with the laity
- Ordination into the monastic Sangha.

## 2. Christianity

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### Beliefs

- The Trinity: Father, Son and Holy Spirit (Apostles' Creed).
- Sin, judgement, forgiveness, salvation, eternal life.
- Sermon on the Mount.
- The two great commandments.

### Religious and spiritual experience

#### Public and private worship

- Worship in a Christian place of worship and at home.
- Christian Places of Worship and their artefacts: font, altar, crucifix, cross, lectern.
- Ministers: Bishop, priest, presbyter, lay ministry.
- The use of the church building by the community.

#### Feasts, Festivals and Special Days

- Lent, including Ash Wednesday.
- Holy Week and Easter.
- Advent, Christmas and Epiphany.
- Pentecost (Whitsun).
- Sunday.

#### Food and fasting

- Concept of fasting.
- Food for festivals.

### The end of life

#### Funeral rites

- Funeral rites.
- The ways funeral rites reflect belief and aim to support the bereaved.

### Religion in the Family

#### Ceremonies

- Baptism/dedication of an infant.
  - Believer's baptism/confirmation.
  - Marriage ceremony.
  - Role of the family.
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### 3. Christianity (Roman Catholicism)

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#### Beliefs

- Belief in God
- Reasons given in support of belief.
  - The Trinity – Father, Son and Holy Spirit as expressed in the Nicene Creed.
  - The Ten Commandments.
  - The role and importance of the Blessed Virgin Mary.
  - The role of the saints in understanding Roman Catholic belief.

#### Religious and spiritual experience

- Public and private worship
- The design of the church.
  - Artefacts and features including – altar, baptismal font, pulpit/lectern, sanctuary, tabernacle, confessional, crucifix, stations of the cross.
  - Public Acts of worship – The Mass, Benediction, Prayer, The Rosary.
  - Private Acts of worship – family prayers, individual prayers, Bible reading, Meditation, The Rosary.
  - The Sacraments.

- Food and fasting
- Concept of fasting.

#### The end of life

- Life after death
- Concept of life after death.
  - Purgatory.

- Funeral rites
- Funeral rites.
  - The ways funeral rites reflect belief and aim to support the bereaved.

#### Religion in the Family

- Rites of Passage
- Sacraments of Initiation – Baptism, Confirmation, Eucharist.
  - Sacraments of Ministry – Marriage, Holy Orders.
  - Sacraments of Healing – Reconciliation (Penance, Confession), Anointing of the Sick.
  - The role of the family.
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## 4. Hinduism

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### Belief about deity

#### Nature of God(s)

- Brahman as personal and impersonal, with and without form.
- Individual deities (gods and goddesses): Vishnu, Lakshmi, Shiva, Parvati, Rama, Krishna, Ganesha, Hanuman.

### Religious and spiritual experience

#### Public and private worship

- Puja in a mandir and at home.
- The use and significance of symbolism in puja, arti and murtis.
- Ways in which the hall, dome, ritual objects and representations of God are found in the mandir.
- The use of the mandir by the community.

#### Feasts, Festivals and Special days

- Durgapuja (Navaratri).
- Dassehra (the tenth night of Durgapuja).
- Divali.
- Holi.

#### Food and fasting

- Concept of fasting.
- Food for festivals and puja (including prashad).

### The end of life

#### Life after death

- Concept of life after death.
- In relation to life after death, understanding of:
  - Karma
  - Samsara
  - Moksha.
- Action in this life affects the next life.
- Moksha as an ultimate goal.
- Funeral Rites.

### Religion in the Family

#### Rites of passage

- Birth rites and nurture of the young.
  - The role of the family.
  - The sacred thread ceremony.
  - The marriage ceremony.
  - Funeral rites in the UK and India.
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## 5. Islam

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### Beliefs

- Allah
- The life and teaching of Muhammad ﷺ.
  - The Five Pillars.
  - Jihad.

### Religious and spiritual experience

- Public and private worship
- Worship in the mosque and at home.
  - Concepts of tawhid and shirk.
  - Absence of symbols.
  - The use of calligraphy to express belief.
  - The design and artefacts of a mosque especially the minaret, dome, mihrab [niche], qiblah [direction], and minbar [steps for sermon].
  - The role of the imam.
  - Salah and du'a.
  - Use of artefacts in private worship: prayer mats, beads.
  - The use of the mosque by the community.

- Feasts, Festivals and Special days
- Ramadan.
  - Id-ul-Fitr and Id-ul-Adha.
  - Salat-ul-Jumu'ah Friday prayers.

- Food and fasting
- Concept of fasting/Ramadan.
  - Food for festivals.
  - Haram and halal as they relate to food.

### The end of life

- Life after death
- Concept of life after death.
  - Beliefs about:
    - Paradise
    - Hell.
  - Allah as judge.
  - Relationship between obedience and the afterlife.

- Funeral rites
- Funeral rites and mourning customs.
  - The ways funeral rites reflect belief and aim to support the bereaved.

### Religion in the Family

- Rites of Passage
- Birth rites and nurture of the young.
  - The marriage ceremony.
  - The role of the family.
  - Funeral rites.

## 6. Judaism

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### Beliefs

- Belief in G-d
- Reasons given in support of belief.
  - Messiah and Messianic Age.
  - Covenants with Abraham and Moses.
  - Torah as Law.
  - Applications of mitzvot (commandments) in life.

### Religious and spiritual experience

- Public and private worship
- Worship in the synagogue and at home.
  - The design and artefacts of a synagogue, especially Aron Hakodesh (ark), Sefer Torah (scrolls) and their ornaments, bimah (reading desk), Ner Tamid (eternal light), Magen David (star of David).
  - Representations of G-d and humanity forbidden.
  - The roles of the rabbi and chazzan (cantor).
  - Ritual dress – Kippah (Yamulka, Capel), tallit (prayer shawl), tzitzit (fringes) and tefillin (phylacteries).
  - The home as a place of worship – the mezuzah and other ritual objects, Sabbath worship and its preparations, Havdalah (division), daily prayers.

- Feasts, festivals and special days
- Shabbat.
  - Rosh Hashanah.
  - Yom Kippur.
  - The pilgrim festivals – Pesach, Shavuot, Sukkot.

- Food and fasting
- Concept of fasting.
  - Food for festivals.
  - Kosher and terefah as they relate to food.

### The end of life

- Life after death
- Concept of life after death.
  - Beliefs about:
    - Heaven
    - Sheol.
  - Relation between moral behaviour and life after death.

- Funeral rites
- Funeral rites and mourning customs.
  - The ways funeral rites reflect belief and aim to support the bereaved.

### Religion in the family

- Rites of Passage
- Birth rites (Brit Milah) and the nurture of the young
  - Bar/Bat Mitzvah
  - The marriage ceremony (Kiddushin)
  - The role of the family

## 7. Sikhism

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### Beliefs

#### Belief in Waheguru

- Reasons given in support of belief.
- Ik Onkar - One God, the true Guru.
- Samsara (round of rebirth), karma (action) and mukti (release).
- The lives and teachings of the Ten Gurus, especially Guru Nanak Dev Ji, Guru Arjan Dev Ji, Guru Tegh Bahadur Ji and Guru Gobind Singh Ji.
- The Five K's – Kara, Kesh, Kangha, Kirpan and Kachera.

### Religious and spiritual experience

#### Public and private worship

- Worship in the gurdwara and at home.
- The design and artefacts of a gurdwara – especially the Guru Granth Sahib Ji, the dais, chanani (canopy), chauri (fan), Khanda (symbol of Sikhism), Nishan Sahib (flag) and the langar.
- The use of the Guru Granth Sahib Ji in worship.
- The granthi (reader) and ragis (musicians).
- The preparation, use and significance of prashad.
- Daily worship in the home.

#### Food and fasting

- Concept of fasting.
- Rejection of fasting.
- Food for festivals.
- The use of prashad.
- The importance of langar.

### The end of life

#### Life after death

- Concept of life after death.
- Beliefs about:
  - Samsara
  - Karma
  - Rebirth.
- Relation between moral behaviour and future rebirths.

#### Funeral rites

- Funeral rites.
- The ways funeral rites reflect belief and aim to support the bereaved.

### Religion in the Family

#### Rites of Passage

- Birth rites, naming ceremonies and the nurture of the young.
- Initiation ceremonies.
- The marriage ceremony.
- The role of the family.

## 8. Religion and Science

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### Buddhism

Origins of the world and life	<ul style="list-style-type: none"><li>• Creation stories</li><li>• Basic understanding of Big Bang Theory and Darwinian evolutionary theory</li></ul>
People and animals	<ul style="list-style-type: none"><li>• The place of humanity in relation to animals</li><li>• Attitudes to animals and their treatment</li></ul>
Environmental issues	<ul style="list-style-type: none"><li>• Responses to environmental issues</li><li>• Religious teachings relating to environmental issues</li></ul>

### Christianity

Origins of the world and life	<ul style="list-style-type: none"><li>• Creation stories in Genesis</li><li>• Basic understanding of Big Bang Theory and Darwinian evolutionary theory.</li></ul>
People and animals	<ul style="list-style-type: none"><li>• The place of humanity in relation to animals</li><li>• Attitudes to animals and their treatment</li></ul>
Environmental issues	<ul style="list-style-type: none"><li>• Responses to environmental issues</li><li>• Religious teachings relating to environmental issues</li></ul>

### Hinduism

Origins of the world and life	<ul style="list-style-type: none"><li>• Creation stories from Rig Veda</li><li>• Basic understanding of Big Bang Theory and Darwinian evolutionary theory</li></ul>
People and animals	<ul style="list-style-type: none"><li>• The place of humanity in relation to animals</li><li>• Attitudes to animals and their treatment</li></ul>
Environmental issues	<ul style="list-style-type: none"><li>• Responses to environmental issues</li><li>• Religious teachings relating to environmental issues</li></ul>

### Islam

Origins of the world and life	<ul style="list-style-type: none"><li>• Creation stories</li><li>• Basic understanding of Big Bang Theory and Darwinian evolutionary theory</li></ul>
People and animals	<ul style="list-style-type: none"><li>• The place of humanity in relation to animals</li><li>• Attitudes to animals and their treatment</li></ul>
Environmental issues	<ul style="list-style-type: none"><li>• Responses to environmental issues</li><li>• Religious teachings relating to environmental issues</li></ul>

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## Judaism

Origins of the world and life	<ul style="list-style-type: none"><li>• Creation stories in Genesis</li><li>• Basic understanding of Big Bang Theory and Darwinian evolutionary theory</li></ul>
People and animals	<ul style="list-style-type: none"><li>• The place of humanity in relation to animals</li><li>• Attitudes to animals and their treatment</li></ul>
Environmental issues	<ul style="list-style-type: none"><li>• Responses to environmental issues</li><li>• Religious teachings relating to environmental issues</li></ul>

## Sikhism

Origins of the world and life	<ul style="list-style-type: none"><li>• Creation stories</li><li>• Basic understanding of Big Bang Theory and Darwinian evolutionary theory</li></ul>
People and animals	<ul style="list-style-type: none"><li>• The place of humanity in relation to animals</li><li>• Attitudes to animals and their treatment</li></ul>
Environmental issues	<ul style="list-style-type: none"><li>• Responses to environmental issues</li><li>• Religious teachings relating to environmental issues</li><li>• The importance of sewa as it relates to environmental issues</li></ul>

## 9. Religion and Human Relationships

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### Buddhism

Roles of men and women in the family

- Roles of men and women in a Buddhist family
- Role of men and women in the vihara

Marriage and marriage ceremonies

- Marriage ceremonies
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

### Christianity

Roles of men and women in the family

- Roles of men and women in a Christian family
- Role of men and women in the Christian church

Marriage and marriage ceremonies

- Marriage ceremonies
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

### Hinduism

Roles of men and women in the family

- Roles of men and women in a Hindu family
- Role of men and women in the Hindu community

Marriage and marriage ceremonies

- Marriage ceremonies
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

### Islam

Roles of men and women in the family

- Roles of men and women in a Muslim family
- Role of men and women in the Mosque

Marriage and marriage ceremonies

- Marriage ceremonies
- The ways in which the ceremonies reflect and emphasise Muslim teaching about marriage
- Responses to civil partnerships

Divorce

- Beliefs about the ethics of divorce
- Beliefs about the ethics of re-marriage

Sexual relationships and contraception

- Beliefs about sexual relationships
- Beliefs about contraception

## Judaism

Roles of men and women in the family	<ul style="list-style-type: none"><li>• Roles of men and women in a Jewish family</li><li>• Role of men and women in the synagogue</li></ul>
Marriage and marriage ceremonies	<ul style="list-style-type: none"><li>• Marriage ceremonies</li><li>• Responses to civil partnerships</li></ul>
Divorce	<ul style="list-style-type: none"><li>• Beliefs about the ethics of divorce</li><li>• Beliefs about the ethics of re-marriage</li></ul>
Sexual relationships and contraception	<ul style="list-style-type: none"><li>• Beliefs about sexual relationships</li><li>• Beliefs about contraception</li></ul>

## Sikhism

Roles of men and women in the family	<ul style="list-style-type: none"><li>• Roles of men and women in a Sikh family</li><li>• Role of men and women in the gurdwara</li></ul>
Marriage and marriage ceremonies	<ul style="list-style-type: none"><li>• Marriage ceremonies</li><li>• Responses to civil partnerships</li></ul>
Divorce	<ul style="list-style-type: none"><li>• Beliefs about the ethics of divorce</li><li>• Beliefs about the ethics of re-marriage</li></ul>
Sexual relationships and contraception	<ul style="list-style-type: none"><li>• Beliefs about sexual relationships</li><li>• Beliefs about contraception</li></ul>

## 10. Religion and Medical Ethics

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### Buddhism

Attitudes to abortion	<ul style="list-style-type: none"><li>• Different attitudes towards abortion</li><li>• Reasons for different attitudes</li></ul>
Attitudes to fertility treatment	<ul style="list-style-type: none"><li>• Responses to issues raised by fertility treatment and cloning</li></ul>
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"><li>• Different attitudes towards euthanasia</li><li>• Different attitudes towards suicide</li><li>• Reasons for different attitudes</li></ul>
Using animals in medical research	<ul style="list-style-type: none"><li>• Beliefs about the use of animals in medical research</li></ul>

### Christianity

Attitudes to abortion	<ul style="list-style-type: none"><li>• Different attitudes towards abortion</li><li>• Reasons for different attitudes</li></ul>
Attitudes to fertility treatment	<ul style="list-style-type: none"><li>• Responses to issues raised by fertility treatment and cloning</li></ul>
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"><li>• Different attitudes towards euthanasia</li><li>• Different attitudes towards suicide</li><li>• Reasons for different attitudes</li></ul>
Using animals in medical research	<ul style="list-style-type: none"><li>• Beliefs about the use of animals in medical research</li></ul>

### Hinduism

Attitudes to abortion	<ul style="list-style-type: none"><li>• Different attitudes towards abortion</li><li>• Reasons for different attitudes</li></ul>
Attitudes to fertility treatment	<ul style="list-style-type: none"><li>• Responses to issues raised by fertility treatment and cloning</li></ul>
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"><li>• Different attitudes towards euthanasia</li><li>• Different attitudes towards suicide</li><li>• Reasons for different attitudes</li></ul>
Using animals in medical research	<ul style="list-style-type: none"><li>• Beliefs about the use of animals in medical research</li></ul>

### Islam

Attitudes to abortion	<ul style="list-style-type: none"><li>• Different attitudes towards abortion</li><li>• Reasons for different attitudes</li></ul>
Attitudes to fertility treatment	<ul style="list-style-type: none"><li>• Responses to issues raised by fertility treatment and cloning</li></ul>
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"><li>• Different attitudes towards euthanasia</li><li>• Different attitudes towards suicide</li><li>• Reasons for different attitudes</li></ul>
Using animals in medical research	<ul style="list-style-type: none"><li>• Beliefs about the use of animals in medical research</li></ul>

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## Judaism

Attitudes to abortion	<ul style="list-style-type: none"><li>• Different attitudes towards abortion</li><li>• Reasons for different attitudes</li></ul>
Attitudes to fertility treatment	<ul style="list-style-type: none"><li>• Responses to issues raised by fertility treatment and cloning</li></ul>
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"><li>• Different attitudes towards euthanasia</li><li>• Different attitudes towards suicide</li><li>• Reasons for different attitudes</li></ul>
Using animals in medical research	<ul style="list-style-type: none"><li>• Beliefs about the use of animals in medical research</li></ul>

## Sikhism

Attitudes to abortion	<ul style="list-style-type: none"><li>• Different attitudes towards abortion</li><li>• Reasons for different attitudes</li></ul>
Attitudes to fertility treatment	<ul style="list-style-type: none"><li>• Responses to issues raised by fertility treatment and cloning</li></ul>
Attitudes to euthanasia and suicide	<ul style="list-style-type: none"><li>• Different attitudes towards euthanasia</li><li>• Different attitudes towards suicide</li><li>• Reasons for different attitudes</li></ul>
Using animals in medical research	<ul style="list-style-type: none"><li>• Beliefs about the use of animals in medical research</li></ul>

## 11. Religion, Poverty and Wealth

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### Buddhism

Religious views of wealth and the causes of hunger, poverty and disease	• Wealth
	<ul style="list-style-type: none"><li>• Causes of hunger, poverty and disease</li><li>• Responses to the needs of the starving, the poor and the sick</li></ul>
Concern for others	<ul style="list-style-type: none"><li>• Teachings about dana and samsara in relation to caring for others</li><li>• Prashad</li><li>• Different ways charity is put into practice</li></ul>
The uses of money	<ul style="list-style-type: none"><li>• Teachings about the use of money (eg gambling, lending)</li><li>• Giving to charity</li></ul>
Moral and immoral occupations	<ul style="list-style-type: none"><li>• Concept of moral and immoral</li><li>• Teachings about moral and immoral occupations</li></ul>

### Christianity

Religious views of wealth and the causes of hunger, poverty and disease	• Wealth
	<ul style="list-style-type: none"><li>• Causes of hunger, poverty and disease</li><li>• Responses to the needs of the starving, the poor and the sick</li></ul>
Concern for others	<ul style="list-style-type: none"><li>• Biblical teaching about caring for others</li><li>• Understandings of 'charity'</li><li>• Different ways charity is put into practice</li></ul>
The uses of money	<ul style="list-style-type: none"><li>• Teachings about the use of money (eg gambling, lending)</li><li>• Giving to charity</li></ul>
Moral and immoral occupations	<ul style="list-style-type: none"><li>• Concept of moral and immoral</li><li>• Teachings about moral and immoral occupations</li></ul>

### Hinduism

Religious views of wealth and the causes of hunger, poverty and disease	• Wealth
	<ul style="list-style-type: none"><li>• Causes of hunger, poverty and disease</li><li>• Responses to the needs of the starving, the poor and the sick</li></ul>
Concern for others	<ul style="list-style-type: none"><li>• Teachings about dana and samsara in relation to caring for others</li><li>• Understandings of 'charity', including atathi</li><li>• Prashad</li></ul>
The uses of money	<ul style="list-style-type: none"><li>• Different ways charity is put into practice</li><li>• Teachings about the use of money (eg gambling, lending)</li><li>• Giving to charity</li></ul>
Moral and immoral occupations	<ul style="list-style-type: none"><li>• Concept of moral and immoral</li><li>• Teachings about moral and immoral occupations</li></ul>

## Islam

Religious views of wealth and the causes of hunger, poverty and disease	• Wealth
	<ul style="list-style-type: none"><li>• Causes of hunger, poverty and disease</li><li>• Responses to the needs of the starving, the poor and the sick</li></ul>
Concern for others	<ul style="list-style-type: none"><li>• Qur'anic teaching about caring for others</li><li>• Understandings of 'charity'</li><li>• Different ways charity is put into practice.</li></ul>
The uses of money	<ul style="list-style-type: none"><li>• Teachings about the use of money (eg gambling, lending)</li><li>• Giving to charity</li></ul>
Moral and immoral occupations	<ul style="list-style-type: none"><li>• Concept of moral and immoral</li><li>• Teachings about moral and immoral occupations</li></ul>

## Judaism

Religious views of wealth and the causes of hunger, poverty and disease	• Wealth
	<ul style="list-style-type: none"><li>• Causes of hunger, poverty and disease</li><li>• Responses to the needs of the starving, the poor and the sick</li></ul>
Concern for others	<ul style="list-style-type: none"><li>• Torah and Talmudic teaching about caring for others</li><li>• Understandings of 'charity'</li><li>• Different ways charity is put into practice</li></ul>
The uses of money	<ul style="list-style-type: none"><li>• Teachings about the use of money (eg gambling, lending)</li><li>• Giving to charity</li></ul>
Moral and immoral occupations	<ul style="list-style-type: none"><li>• Concept of moral and immoral</li><li>• Teachings about moral and immoral occupations</li></ul>

## Sikhism

Religious views of wealth and the causes of hunger, poverty and disease	• Wealth
	<ul style="list-style-type: none"><li>• Causes of hunger, poverty and disease</li><li>• Poverty and disease related to pollution and environmental condition</li><li>• Responses to the needs of the starving, the poor and the sick</li></ul>
Concern for others	<ul style="list-style-type: none"><li>• Gurus' teachings about caring for others</li><li>• Understandings of 'charity'</li><li>• Different ways charity is put into practice</li></ul>
The uses of money	<ul style="list-style-type: none"><li>• Teachings about the use of money (eg gambling, lending)</li><li>• Giving to charity</li></ul>
Moral and immoral occupations	<ul style="list-style-type: none"><li>• Concept of moral and immoral</li><li>• Teachings about moral and immoral occupations</li></ul>

## 12. Religion, Peace and Justice

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### Buddhism

Attitudes to war

- Attitudes towards war
- The concept of ahimsa

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism

Crime and punishment

- Concept of justice
- Aims of punishment
- Attitudes towards capital punishment
- Beliefs about the treatment of criminals
- Responses to the treatment of criminals

### Christianity

- Attitudes to war
- Attitudes towards war
- The Just War Theory

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism

Crime and punishment

- Concept of justice
- Aims of punishment
- Attitudes towards capital punishment
- Beliefs about the treatment of criminals
- Responses to the treatment of criminals

### Hinduism

Attitudes to war

- Attitudes towards war
- The concept of ahimsa

Violence and pacifism

- Attitudes towards the use of violence
- Attitudes towards pacifism

Crime and punishment

- Concept of justice
- Aims of punishment
- Attitudes towards capital punishment
- Beliefs about the treatment of criminals
- Responses to the treatment of criminals



## Islam

Attitudes to war	<ul style="list-style-type: none"><li>• Attitudes towards war</li><li>• Concept of Jihad</li></ul>
Violence and pacifism	<ul style="list-style-type: none"><li>• Attitudes towards the use of violence</li><li>• Attitudes towards pacifism</li></ul>
Crime and punishment	<ul style="list-style-type: none"><li>• Concept of justice</li><li>• Aims of punishment</li><li>• Attitudes towards capital punishment</li><li>• Beliefs about the treatment of criminals</li><li>• Responses to the treatment of criminals</li></ul>

## Judaism

Attitudes to war	<ul style="list-style-type: none"><li>• Attitudes towards war</li><li>• The concept of being victims of war</li></ul>
Violence and pacifism	<ul style="list-style-type: none"><li>• Attitudes towards the use of violence</li><li>• Attitudes towards pacifism</li></ul>
Crime and punishment	<ul style="list-style-type: none"><li>• Concept of justice</li><li>• Aims of punishment</li><li>• Attitudes towards capital punishment</li><li>• Beliefs about the treatment of criminals</li><li>• Responses to the treatment of criminals</li></ul>

## Sikhism

Attitudes to war	<ul style="list-style-type: none"><li>• Attitudes towards war</li><li>• Concept of dharma yudh</li></ul>
Violence and pacifism	<ul style="list-style-type: none"><li>• Attitudes towards the use of violence</li><li>• Attitudes towards pacifism</li></ul>
Crime and punishment	<ul style="list-style-type: none"><li>• Concept of justice</li><li>• Aims of punishment</li><li>• Attitudes towards capital punishment</li><li>• Beliefs about the treatment of criminals</li><li>• Responses to the treatment of criminals</li></ul>

## 13. Religion and Equality

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### Buddhism

Principle of equality • Buddhist teachings about equality (caste system)

Attitudes towards others

- Prejudice and discrimination
- Equality (race and gender)
- The role of women in Buddhist society
- Attitudes towards other religions

Forgiveness • Beliefs about forgiveness

### Christianity

*Principle of equality* • Christian teachings about equality

Attitudes towards others

- Prejudice and discrimination
- Equality (race and gender)
- The role of women in Christian society
- Attitudes towards other religions

Forgiveness • Beliefs about forgiveness

### Hinduism

*Principle of equality* • Hindu teachings about caste and equality

Attitudes towards others

- Prejudice and discrimination
- Equality (race and gender)
- The role of women in Hindu society
- Attitudes towards other religions

Forgiveness • Beliefs about forgiveness

### Islam

*Principle of equality* • Muslim teachings about equality

Attitudes towards others

- Prejudice and discrimination
- Equality (race and gender)
- The role of women in Muslim society
- Attitudes towards other religions

Forgiveness • Beliefs about forgiveness

## Judaism

### *Principle of equality*

- Jewish teachings about equality

### Attitudes towards others

- Prejudice and discrimination
- Equality (race and gender)
- The role of women in Jewish society
- Attitudes towards other religions

### Forgiveness

- Beliefs about forgiveness

## Sikhism

### *Principle of equality*

- Sikh teachings about equality

### Attitudes towards others

- Prejudice and discrimination
- Equality (race and gender)
- The role of women in Sikh society
- Attitudes towards other religions

### Forgiveness

- Beliefs about forgiveness

## 14. Religion and the Media

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### Buddhism

Relationship with the media	<ul style="list-style-type: none"><li>• The different forms of media</li><li>• Portrayal of Buddhism in the media</li><li>• Portrayal of important religious figures</li><li>• Responses and attitudes towards films /books and comics which focus on religious/philosophical messages</li></ul>
Use of the media	<ul style="list-style-type: none"><li>• To represent Buddhism</li><li>• To educate both Buddhists and non-Buddhists</li></ul>
Censorship/freedom of speech	<ul style="list-style-type: none"><li>• Concept of censorship and freedom of speech</li><li>• Beliefs and attitudes towards the portrayal of violence and sex</li></ul>

### Christianity

Relationship with the media	<ul style="list-style-type: none"><li>• The different forms of media</li><li>• Portrayal of Christianity in the media</li><li>• Portrayal of important religious figures</li><li>• Responses and attitudes towards films /books and comics which focus on religious/philosophical messages</li></ul>
Use of the media	<ul style="list-style-type: none"><li>• Using the media to represent Christianity</li><li>• To educate both Christians and non-Christians</li></ul>
Censorship/freedom of speech	<ul style="list-style-type: none"><li>• Concept of censorship and freedom of speech</li><li>• Beliefs and attitudes towards the portrayal of violence and sex</li></ul>

### Hinduism

Relationship with the media	<ul style="list-style-type: none"><li>• The different forms of media</li><li>• Portrayal of Hinduism in the media</li><li>• Portrayal of important religious figures</li><li>• Responses and attitudes towards films /books and comics which focus on religious/philosophical messages</li></ul>
Use of the media	<ul style="list-style-type: none"><li>• Using the media to represent Hinduism</li><li>• To educate both Hindus and non-Hindus</li></ul>
Censorship/freedom of speech	<ul style="list-style-type: none"><li>• Concept of censorship and freedom of speech</li><li>• Beliefs and attitudes towards the portrayal of violence and sex</li></ul>

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## Islam

Relationship with the media	<ul style="list-style-type: none"><li>• The different forms of media</li><li>• Portrayal of Islam in the media</li><li>• Portrayal of important religious figures</li><li>• Responses and attitudes towards films /books and comics which focus on religious/philosophical messages</li></ul>
Use of the media	<ul style="list-style-type: none"><li>• Using the media to represent Islam</li><li>• To educate both Muslims and non-Muslims</li></ul>
Censorship/freedom of speech	<ul style="list-style-type: none"><li>• Concept of censorship and freedom of speech</li><li>• Beliefs and attitudes towards the portrayal of violence and sex</li></ul>

## Judaism

Relationship with the media	<ul style="list-style-type: none"><li>• The different forms of media</li><li>• Portrayal of Judaism in the media</li><li>• Portrayal of important religious figures</li><li>• Responses and attitudes towards films /books and comics which focus on religious/philosophical messages</li></ul>
Use of the media	<ul style="list-style-type: none"><li>• Using the media to represent Judaism</li><li>• To educate both Jews and non-Jews</li></ul>
Censorship/freedom of speech	<ul style="list-style-type: none"><li>• Concept of censorship and freedom of speech</li><li>• Beliefs and attitudes towards the portrayal of violence and sex</li></ul>

## Sikhism

Relationship with the media	<ul style="list-style-type: none"><li>• The different forms of media</li><li>• Portrayal of Sikhism in the media</li><li>• Portrayal of important religious figures</li><li>• Responses and attitudes towards films /books and comics which focus on religious/philosophical messages</li></ul>
Use of the media	<ul style="list-style-type: none"><li>• Using the media to represent Sikhism</li><li>• To educate both Sikhs and non-Sikhs</li></ul>
Censorship/freedom of speech	<ul style="list-style-type: none"><li>• Concept of censorship and freedom of speech</li><li>• Beliefs and attitudes towards the portrayal of violence and sex</li></ul>

## 2.3 OCR Set Tasks

<b>Task 1: Buddhism</b>		
(a) i)	Describe the main features of the vihara and its furnishings.	[5] AO1
ii)	Explain how these features and furnishings reflect and assist belief.	[5] AO1
(b)	'You do not need to go to a place of worship to be a Buddhist.'	
	Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Buddhism in your answer.	[10] AO2
<b>Task 2: Christianity</b>		
(a) i)	Describe the main features of a church and its furnishings.	[5] AO1
ii)	Explain how these features and furnishings reflect and assist belief.	[5] AO1
(b)	'You do not need to go to a place of worship to be a Christian.'	
	Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Christianity in your answer.	[10] AO2
<b>Task 3: Christianity (Roman Catholicism)</b>		
(a) i)	Describe the main features of a Catholic church and its furnishings.	[5] AO1
ii)	Explain how these features and furnishings reflect and assist belief.	[5] AO1
(b)	'You do not need to go to a place of worship to be a Catholic.'	
	Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Roman Catholicism in your answer.	[10] AO2
<b>Task 4: Hinduism</b>		
(a) i)	Describe the main features of a mandir and its furnishings.	[5] AO1
ii)	Explain how these features and furnishings reflect and assist belief.	[5] AO1
(b)	'You do not need to go to a place of worship to be a Hindu.'	
	Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Hinduism in your answer.	[10] AO2

<b>Task 5: Islam</b>		
(a) i)	Describe the main features of a mosque and its furnishings.	<b>[5] AO1</b>
ii)	Explain how these features and furnishings reflect and assist belief.	<b>[5] AO1</b>
(b)	‘You do not need to go to a place of worship to be a Muslim.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Islam in your answer.	<b>[10] AO2</b>
<b>Task 6: Judaism</b>		
(a) i)	Describe the main features of a synagogue and its furnishings.	<b>[5] AO1</b>
ii)	Explain how these features and furnishings reflect and assist belief.	<b>[5] AO1</b>
(b)	‘You do not need to go to a place of worship to be a Jew.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Judaism in your answer.	<b>[10] AO2</b>
<b>Task 7: Sikhism</b>		
(a) i)	Describe the main features of a gurdwara and its furnishings.	<b>[5] AO1</b>
ii)	Explain how these features and furnishings reflect and assist belief.	<b>[5] AO1</b>
(b)	‘You do not need to go to a place of worship to be a Sikh.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to Sikhism in your answer.	<b>[10] AO2</b>

<b>Task 8: Religion and Science</b>		
(a) i)	Describe the teachings of the religion you have studied about the origins of the world and of humanity.	[5] AO1
ii)	Explain why people have different opinions about Religion and Science today.	[5] AO1
(b)	‘God/G–d/Allah/The gods/Waheguru made the earth and everything on it, so science is wrong.’ Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2
<b>Task 9: Religion and human relationships</b>		
(a) i)	Describe the teachings of the religion you have studied about the roles of men and women within a family.	[5] AO1
ii)	Explain their roles in relation to having and bringing up children.	[5] AO1
(b)	‘The use of contraception is always wrong.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2
<b>Task 10: Religion and Medical Ethics</b>		
(a) i)	Describe the teachings of the religion you have studied about the sanctity of life in relation to either abortion or euthanasia.	[5] AO1
ii)	Explain how these teachings might influence the actions of a believer.	[5] AO1
(b)	‘God/G–d/Allah/The gods/Waheguru gives life, so only he should take it away.’ Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2
<b>Task 11: Religion, Poverty and Wealth</b>		
(a) i)	Describe the teachings of the religion you have studied about the way in which believers should treat people who are less fortunate than themselves.	[5] AO1
ii)	Explain how these ideas might be put into practice.	[5] AO1
(b)	‘We should only help people of our own religion and not bother about anyone else.’ Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2



<b>Task 12: Religion, Peace and Justice</b>		
(a) i)	Describe the teachings of the religion you have studied about Peace and War.	[5] AO1
ii)	Explain how believers may contribute to peace in the world today.	[5] AO1
(b)	‘People of all faiths should be pacifists.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2
<b>Task 13: Religion and equality</b>		
(a) i)	Describe the teachings of the religion you have studied about the treatment of people of a different race.	[5] AO1
ii)	Explain how believers can put these teachings into practice today.	[5] AO1
(b)	‘Racism is not a big issue in society today.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2
<b>Task 14: Religion and the media</b>		
(a) i)	Describe the teachings of the religion you have studied about how religious people might use the media to publicise their beliefs.	[5] AO1
ii)	Explain the teachings of the religion you have studied about the way in which important religious figures are shown in the media.	[5] AO1
(b)	‘The media should not be allowed to make fun of religion.’  Do you agree? Give reasons to support your opinion and show that you have thought about different points of view. You must refer to the religion you have studied in your answer.	[10] AO2

# 3 Assessment of Entry Level Certificate in Religious Studies

## 3.1 Overview of the assessment in Entry Level Certificate in Religious Studies

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Entry Level	
Task 1 (First Topic)	
25% of the total marks 20 marks	Three part assignment designed to test both Assessment Objectives equally, based on the first of the four topics studied.
Task 2 (Second Topic)	
25% of the total marks 20 marks	Three part assignment designed to test both Assessment Objectives equally, based on the second of the four topics studied.
Task 3 (Third Topic)	
25% of the total marks 20 marks	Three part assignment designed to test both Assessment Objectives equally, based on the third of the four topics studied.
Task 4 (Fourth Topic)	
25% of the total marks 20 marks	Three part assignment designed to test both Assessment Objectives equally, based on the fourth of the four topics studied.

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## 3.2 Assessment availability

There is one assessment series each year in June (starting in 2011).

### 3.3 Assessment Objectives

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Candidates are expected to demonstrate the following in the context of the content specified:

<b>AO1</b>	<b>Demonstrate Knowledge, Understanding and Analysis</b> <ul style="list-style-type: none"><li>• Use knowledge and understanding to describe, explain and analyse.</li></ul>
<b>AO2</b>	<b>Use of evidence, Evaluation and Argument</b> <ul style="list-style-type: none"><li>• Use evidence and reasoned argument to express and evaluate personal responses, informed insights, and differing viewpoints.</li></ul>

### 3.4 Assessment Objectives weightings – Entry Level Certificate in Religious Studies

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The relationship between the tasks and the assessment objectives of the scheme of assessment is shown in the following grid:

Tasks	% of Entry Level		Total
	AO1	AO2	
Task 1	12.5	12.5	25
Task 2	12.5	12.5	25
Task 3	12.5	12.5	25
Task 4	12.5	12.5	25
Total	50	50	100

## 3.5 Awarding of grades

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The grades awarded for the Entry Level Certificate will be at three levels: Entry 1; Entry 2 and Entry 3, with Entry 3 being the highest grade available.

All mark schemes have been written to address the following target thresholds:

<b>Specification Grade</b>	<b>Entry 3</b>	<b>Entry 2</b>	<b>Entry 1</b>
Target	80%	60%	40%

# 4 Regulations for internally assessed work

## 4.1 Internal Assessment Tasks

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All internal assessment tasks are set by OCR. Internal assessment tasks can be found in section 2.3 *OCR Set Tasks* of this specification.

## 4.2 Supervision and authentication of internally assessed work

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OCR expects teachers to supervise and guide candidates who are undertaking work which is to be internally assessed. The degree of teacher guidance will vary according to the kind of work being undertaken. It should be remembered, however, that candidates are required to reach their own judgments and conclusions.

When supervising internally assessed tasks, teachers are expected to:

- offer candidates advice about how best to approach such tasks;
- exercise supervision of the work in order to monitor progress and to prevent plagiarism;
- ensure that the work is completed in accordance with the specification requirements and can be assessed in accordance with the specified mark descriptions and procedures.

Work should, wherever possible, be carried out under supervision. However, it is accepted that some tasks may require candidates to undertake work outside the centre. Where this is the case, the centre must ensure that sufficient supervised work takes place to allow the teachers concerned to authenticate each candidate's work with confidence.

## 4.3 Marking Criteria for internally assessed work

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Tasks are structured in such a way that candidates address the requirements of each Assessment Objective in a separate section; this assists candidates to meet these requirements and makes the level of the candidates' performance in each objective more straightforward to assess.

Each piece of work will be marked out of 20. The levels of response mark scheme on the next page must be used in the assessment of coursework. Coursework must be marked in relation to the two objectives, AO1 and AO2. Where a good example of a level of response which meets an assessment objective is identified in the work, it should be recorded in the side margin by using the initials AO1 and/or AO2 together with the level of the response (for example, AO1/3).

The Levels of Response mark scheme should be:

- applied to each task;
- used to identify the appropriate mark criteria Level of Response for each assessment objective;
- applied so that it reflects the standard of an Entry Level specification.

The marks for each of the four pieces of work should then be recorded on the cover sheet (available on the forms section of the Entry Level Certificate in Religious Studies page on the OCR website), to make a total out of 80. This total mark for tasks should be transferred to the mark sheet MS1 and sent to the Moderator and OCR in accordance with OCR procedures. The cover sheet should be completed and kept with the portfolio of work for each candidate.

## Levels of Response – Tasks

The statements which follow should be used to determine the appropriate level of response for each assessment objective. They should be interpreted as appropriate for each of the tasks.

### AO1 The candidates' work will demonstrate:

Level 0	0 marks	No evidence submitted or response does not address the question.
Level 1	1-4 marks	An attempt to respond to the task. The inclusion of an appropriate piece of information from limited resources with support and guidance. Evidence of limited and basic understanding of religious language and concepts. The ability to identify a religious response to an issue or situation.
Level 2	5-7 marks	A basic attempt to respond to the task with evidence of some organisation of work. The inclusion of some relevant information from limited resources. A basic understanding of religious language and concepts. Some limited use of religious terminology. The ability to respond to a religious issue and show a limited understanding of how it might affect the daily life of an individual or community.
Level 3	8-10 marks	A satisfactory attempt to respond to the task with evidence of organisation of work. The selection and use of some relevant information in describing and explaining belief and practice. A satisfactory understanding of religious language and concepts. More confident use of some religious terminology and ideas. Some ability to make simple comparisons and recognise similarities and differences between individuals or communities in their everyday lives.

### AO2 The candidates' work will demonstrate:

Level 0	0 marks	No evidence submitted or response does not address the question.
Level 1	1-4 marks	The expression of a simple personal view or opinion relevant to the issue. A statement of the obvious.
Level 2	5-7 marks	A response to the issue and the expression of an opinion with a simple argument offered in support of it.
Level 3	8-10 marks	The expression of an opinion, supported by a religious or moral reason, with some use of evidence and development of argument. An awareness of the existence of different opinions.

## 4.4 Production and presentation of internally assessed work

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Candidates must observe certain procedures in the production of tasks.

- Any copied material must be suitably acknowledged.
- Quotations must be clearly marked and a reference provided wherever possible.
- Work submitted for moderation must be marked with the:
  - centre number;
  - centre name;
  - candidate number;
  - candidate name;
  - unit code and title;
  - assignment title.

Work submitted on paper for moderation must be secured by treasury tags. Work submitted in digital format (CD or online) must be in a suitable file structure as detailed in Appendix A at the end of this specification.

## 4.5 Annotation of candidates' work

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Each piece of assessed work should show how the marks have been awarded in relation to the Level of Response descriptions.

The writing of comments on candidates' work provides a means of dialogue and feedback between teacher and candidate and a means of communication between teachers during internal standardisation of internally marked work.

The use of a completed cover sheet for each candidate's work provides a means of communication between teacher and moderator.

## 4.6 Moderation

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All centres entering candidates are subject to quality control via moderation of a sample of candidates' work towards the end of the course. This specification offers the opportunity for moderation evidence to be submitted by post as well as electronically via the OCR Repository (see Entry codes in Section 7.1 Registration and entries of this specification).



All internally assessed tasks are marked by the teacher and internally standardised by the centre. Marks are then submitted to OCR, after which moderation takes place in accordance with OCR procedures. The purpose of moderation is to ensure that the standard of the award of marks for work is the same for each centre and that each teacher has applied the standards appropriately across the range of candidates within the centre.

The **Moderator will** select the sample and advise the centre where the work is to be sent (postal moderation). Centres entering candidates via the OCR Repository must ensure that the sample is uploaded on receipt of the Moderator's selection.

The sample of work which is presented to the Moderator for moderation must show how the marks have been awarded in relation to the marking criteria.

Each candidate's work should have a cover sheet attached to it with a summary of the marks awarded for the task. If the work is to be submitted in digital format, this cover sheet should also be submitted electronically within each candidate's folder.

## 4.7 Minimum requirements for internally assessed work

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If a candidate submits no work for an internally assessed component, then the candidate should be indicated as being absent from that component on the mark sheets submitted to OCR. If a candidate completes any work at all for an internally assessed unit, then the work should be assessed according to the criteria or mark scheme and the appropriate mark awarded, which may be zero.

## 4.8 Submitting the moderation samples via the OCR Repository

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The OCR Repository allows centres to submit moderation samples in electronic format to the OCR Repository via Interchange: please check Entry codes in *Section 7.1 Registration and entries* of this specification. Instructions for how to upload files to OCR using the OCR Repository can be found on OCR Interchange.

# 5 Support for Entry Level Certificate in Religious Studies

## 5.1 Free resources available from the OCR website

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The following materials will be available on the OCR website [www.ocr.org.uk](http://www.ocr.org.uk):

- Entry Level Certificate in Religious Studies specification
- Teacher's Handbook

## 5.2 Training

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For more information go to <http://www.ocr.org.uk/training/>

## 5.3 OCR Support Services

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### OCR Interchange

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OCR Interchange has been developed to help you to carry out day to day administration functions online, quickly and easily. The site allows you to register and enter candidates online. In addition, you can gain immediate free access to candidate information at your convenience. Sign up at <https://interchange.ocr.org.uk>.

## 6 Access arrangements for Entry Level Certificate in Religious Studies

Arrangements for candidates with special needs for Entry Level Certificate specifications are based on the principle that the centre is best able to assess the needs of the candidate and the appropriateness of the arrangement required. Arrangements for candidates with special needs should neither advantage nor disadvantage a particular candidate, nor should they reduce the reliability and validity of the assessment.

The arrangements for candidates with special needs are more flexible than those currently available at GCSE and as such it should not be assumed that any arrangements made at Entry Level Certificate Level will automatically be available at GCSE or GCE Level. Please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*. Entry Level Forms are available on the JCQ website (Forms 11-13).

The following arrangements can be made for candidates without permission being sought:

- mechanical and technological aids may be used by candidates who are physically dependent on them; (screen readers must not be used in reading texts);
- instructions regarding the conduct of any In-Course tests may be simplified;
- language support staff may provide linguistic help; (please see regulations relating to readers and scribes, sign language and oral language modifiers);
- bilingual and word exchange lists may be used.

For information relating to permission to use the following special arrangements, please consult the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration*.

Under certain circumstances:

- the teacher may act under the candidate's instructions to perform simple physical actions which the candidate is unable to undertake; (please see regulations on the use of practical assistants);
- mechanical and technological aids may be used by candidates who generally use them in their normal work; (for screen readers, please see regulations relating to readers);
- communicators or signers may be used;
- readers and amanuenses may be used;
- the tests may be modified as necessary for visually impaired candidates. It is the responsibility of the centre to Braille or enlarge the tests.

It is expected that, generally, the candidate's own teacher will act as a communicator, a signer, a reader or an amanuensis.

Further clarification of any special arrangements may be obtained by consulting the JCQ booklet *Access Arrangements, Reasonable Adjustments and Special Consideration* or by contacting OCR Special Requirements Team.

# 7 Administration of Entry Level Certificate in Religious Studies

## 7.1 Registration and entries

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Centres must be registered with OCR in order to make any entries, including estimated entries. It is recommended that centres apply to OCR to become a registered centre well in advance of making their first entries.

Both estimated and final entries must be made in the certification year. Estimated entries, giving estimated numbers only, are needed for the appointment of the centre Moderators and final entries provide the necessary individual candidate details.

Candidates should be entered for the qualification code **R468**.

**It is essential** that entry codes are quoted in all correspondence with OCR.

For this qualification candidates must be entered for either component 01 (electronic submission via the OCR Repository) or 02 (postal moderation). Centres must enter all of their candidates for ONE of these components. It is not possible for centres to offer both components within the same series.

Entry option code	Component code	Submission method
R468A	01	<i>OCR Repository</i>
R468B	02	<i>Postal moderation</i>

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## 7.2 Entry Deadlines

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Candidate entries must be made by the date as published on the website for the June session.

### 7.3 Assessment Availability

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This Entry Level will be available in the June series of each year only (from 2011).

### 7.4 Grading and award of certificates

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Final certification is available from OCR on a three-point scale of grades: Entry 1, Entry 2 and Entry 3, where Entry 3 is the highest grade available.

### 7.5 Qualification re-sits

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Candidates may enter for the qualification an unlimited number of times.

### 7.6 Enquiries about results

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Under certain circumstances, a centre may wish to query the result issued to one or more candidates. Enquiries about Results must be made immediately following the series in which the relevant unit was taken (by the Enquiries about Results deadline).

Please refer to the *JCQ Post-Results Services* booklet and the *OCR Admin Guide* for further guidance about action on the release of results. Copies of the latest versions of these documents can be obtained from the OCR website.

### 7.7 Restrictions on candidates' entries

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Candidates who enter for this Entry Level specification **may not** also enter for any Entry Level specification with the certification title Religious Studies in the same examination series. They may, however, also enter for any GCSE, NVQ or equivalent qualification.

# 8 Other information about Entry Level Certificate in Religious Studies

## 8.1 Overlap with other qualifications

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The content of OCR GCSE Full and Short Courses in Religious Studies A (World Religion(s)) [J620 and J120] and Religious Studies B: Philosophy and Applied Ethics [J621 and J121] overlap entirely with the content of this Entry Level Certificate course.

## 8.2 Progression from this qualification

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This Entry Level qualification is a general qualification designed to enable candidates to progress either directly to employment or to Foundation Level courses.

The progress of some candidates during the course might be sufficient to allow their transfer to a Religious Studies GCSE course.

## 8.3 Avoidance of bias

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OCR has taken great care in preparation of this specification and assessment materials to avoid bias of any kind.

## 8.4 Regulatory Requirements

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This specification complies in all respects with *The Statutory Regulation of External Qualifications 2004*.

## 8.5 Language

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This specification and associated assessment materials are in English only.

## 8.6 Spiritual, moral, ethical, social, legislative, economic and cultural issues

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Religious Studies enables candidates to develop their understanding of spiritual, moral, social and cultural issues in considerable depth. Candidates learn about the nature of the spiritual issues and have the opportunity to consider some responses to spiritual questions. For example candidates studying topics 9 and 10 will study the basics of religious teachings which may guide the modern Buddhist/Christian/Hindu/Jew/Muslim/Sikh in making decisions about contemporary moral issues such as abortion and divorce.

Candidates studying any of these units will gain an understanding of the beliefs of the faith concerned and of the way these have an impact on cultural and social issues in the community and in the family.

## 8.7 Sustainable development, health and safety considerations and European developments, consistent with international agreements

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OCR has taken account of the 1988 Resolution of the Council of the European Community and the Report *Environmental Responsibility: An Agenda for Further and Higher Education*, 1993 in preparing these specifications and associated specimen assessments. European examples should be used where appropriate in the delivery of the subject content.



## 8.8 Key Skills

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This specification provides opportunities for the development of some of the Key Skills of *Communication (C)*, *Application of Number (AoN)*, *Information Technology (IT)*, *Working with Others (WwO)*, *Improving Own Learning and Performance (IoLP)* and *Problem Solving (PS)* at Level 1. However, the extent to which this evidence fulfils the Key Skills criteria at these levels will be totally dependent on the style of teaching and learning adopted for each unit.

The following table indicates where opportunities may exist for at least some coverage of the various Key Skills criteria at Level 1 for each unit.

Unit	C	AoN	IT	WwO	IoLP	PS
	1	1	1	1	1	1
R468	✓		✓		✓	✓

## 8.9 Citizenship

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Since September 2002, the National Curriculum for England at Key Stage 4 has included a mandatory programme of study for Citizenship. Parts of the programme of study for Citizenship (2007) may be delivered through an appropriate treatment of other subjects.

This section offers examples of opportunities for developing knowledge, skills and understanding of citizenship issues during this course.

<b>Citizenship Programme of Study</b>		<b>Opportunities for Teaching Citizenship Issues during the Course</b>
Students need to understand these concepts in order to deepen and broaden their knowledge, skills and understanding.		
1.1 c	Consider how democracy, justice, diversity, toleration, respect and freedom are valued by people with different beliefs, backgrounds and traditions within a changing democratic society.	Candidates undertaking study of any of the principal religions will learn about their origins; every topic includes opportunities to learn about the need for mutual respect and understanding of different religious identities.
1.3 b	Explore the diverse national, regional, ethnic and religious cultures, groups and communities in the UK and the connections between them.	

<p>These are (some of) the essential skills and processes in citizenship that students need to learn to make progress.</p> <p>Students should be able to:</p>		
2.1 a	Question and reflect on different ideas, opinions, assumptions, beliefs and values when exploring topical and controversial issues and problems	All topics include this skill.
2.1 b	Research, plan and undertake enquiries into issues and problems, using a range of information, sources and methods	All topics include this skill.
2.1 c	Evaluate different viewpoints, exploring connections and relationships between viewpoints and actions in different contexts (from local to global)	All topics include this skill.
2.2 a	Evaluate critically different ideas and viewpoints including those with which they do not necessarily agree	All topics include this skill.
2.2 b	Explain their viewpoint, drawing conclusions from what they have learnt through research, discussion and actions	All topics include this skill.
2.2 c	Present a convincing argument that takes account of, and represents, different viewpoints, to try to persuade others to think again, change or support them.	All topics include this skill.

# Appendix A: Guidance for the production of electronic internal assessment

## Structure for evidence

An internal assessment portfolio is a collection of folders and files containing the candidate's evidence. 'Folders should be organised in a structured way so that the evidence can be accessed easily by a teacher or Moderator'. This structure is commonly known as a folder tree. It would be helpful if the location of particular evidence is made clear by naming each file and folder appropriately and by use of an index called 'Home Page'.

'There should be a top-level folder detailing the candidate's centre number, candidate number, surname and forename, together with the unit code R468, so that the portfolio is clearly identified as the work of one candidate'.

Each candidate produces an assignment for internal assessment. The evidence should be contained within a separate folder within the portfolio. This folder may contain separate files.

Each candidate's internal assessment portfolio should be stored in a secure area on the Centre's network. Prior to submitting the internal assessment portfolio to OCR, the centre should add a folder to the folder tree containing internal assessment and summary forms.

## Data formats for evidence

In order to minimise software and hardware compatibility issues it will be necessary to save candidates' work using an appropriate file format.

Candidates must use formats appropriate to the evidence that they are providing and appropriate to viewing for assessment and moderation. Open file formats or proprietary formats for which a downloadable reader or player is available are acceptable. Where this is not available, the file format is not acceptable.

Electronic internal assessment is designed to give candidates an opportunity to demonstrate what they know, understand and can do using current technology. Candidates do not gain marks for using more sophisticated formats or for using a range of formats. 'A candidate who chooses to use only Word documents will not be disadvantaged by that choice'.

Evidence submitted is likely to be in the form of word processed documents, PowerPoint presentations, digital photos and digital video.

To ensure compatibility, all files submitted must be in the formats listed below. Where new formats become available that might be acceptable, OCR will provide further guidance. OCR advises against changing the file format that the document was originally created in. 'It is the centre's responsibility to ensure that the electronic portfolios submitted for moderation are accessible to the Moderator and fully represent the evidence available for each candidate'.

## Accepted File Formats

### Movie formats for digital video evidence

MPEG (\*.mpg)

QuickTime movie (\*.mov)

Macromedia Shockwave (\*.aam)

Macromedia Shockwave (\*.dcr)

Flash (\*.swf)

Windows Media File (\*.wmf)

MPEG Video Layer 4 (\*.mp4)

### Audio or sound formats

MPEG Audio Layer 3 (\*.mp3)

### Graphics formats including photographic evidence

JPEG (\*.jpg)

Graphics file (\*.pcx)

MS bitmap (\*.bmp)

GIF images (\*.gif)

### Animation formats

Macromedia Flash (\*.fla)

### Structured markup formats

XML (\*.xml)

### Text formats

Comma Separated Values (.csv)

PDF (.pdf)

Rich text format (.rtf)

Text document (.txt)

### Microsoft Office suite

PowerPoint (.ppt)

Word (.doc)

Excel (.xls)

Visio (.vsd)

Project (.mpp)

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[www.ocr.org.uk](http://www.ocr.org.uk)

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