

**ELC**

**Religious Studies**

Entry Level Certificate **R468**

**OCR Report to Centres June 2016**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## Entry Level Certificate – Religious Studies

The standard of marking and administration was in line with OCR assessment objectives. The vast majority of centres submitted their marks and samples on or before the deadline date. The submitted work covered the full mark range. The majority of centres submitted the correct documentation including the CCS160 (Centre authentication form), although a few centres had to be contacted and reminded to send it to the moderator. Most centres provided annotation on the students' work of where the marks were awarded for the different assessment objectives, which enabled moderators to accurately assess the standard.

Most centres widened the scope of their studies to use an eclectic range of titles from the specification whilst others focussed on a small number of topics but presented the different religious perspectives. All samples produced an interesting array of material submitted for assessment and evidenced the extensive range of topics, themes and religions studied at Entry Level.

The vast majority of the work sampled evidenced the high level of specialised teaching of the specification at Entry Level. There was evidence of good, innovative and resourceful teaching and learning, showing that candidates had a firm grasp of knowledge understanding as required for Assessment Objective one. The samples sent for moderation included computer aided diagrams, drawings and photographs of visits to places of worship, all used to enhance and explain the submitted work. Candidates also presented good evidence of personal evaluation and reasoned argument in response to Assessment Objective two. It is clear that centres have taught this skill well to their students.

Most centres understood and interpreted the mark scheme appropriately, with the vast majority centres in tolerance. A small number of centres marked severely showing a lack of understanding of the Entry Level requirements. However, moderators noted that the majority of work sampled evidenced the sound understanding of the requirements of the specification and of the marking criteria by centres offering this qualification.

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