



ELC

Religious Studies

Entry Level Certificate **R468**

OCR Report to Centres June 2015

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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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General Comments:

Overall, the standard of marking and administration was good this year and in line with OCR assessment objectives. The vast majority of centres submitted their marks and samples on or before the deadline date of 15th May. The submitted work covered the full mark range. The majority of centres submitted the correct documentation including the CCS160 (Centre authentication form), though a few centres had to be contacted and reminded that marks will not be released until it is received. Most centres provided detailed annotation of where and how they awarded marks for the different assessment objectives, which enabled moderators to accurately assess the standard of the samples submitted.

It was noted that some centres broadened the scope of their studies to use a wide range of titles from the specification whilst others focussed on a small number of topics but from the different religious perspectives. All samples produced an interesting array of material submitted for assessment and evidenced the wide 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. Moderators invariably found that the samples of work submitted offered a remarkable and varied elucidation of the specification. There was much evidence of sound, original and resourceful teaching and learning, showing that candidates had a firm grasp of knowledge understanding as required for assessment objective one. Submitted samples included computer aided diagrams, drawings and photographs of visits to places of worship, to enhance and explain their submitted work. In addition, candidates presented good evidence of personal evaluation and reasoned argument in response to assessment objective two. It is clear that centres have taught and coached their students well in this important skill.

The majority of centres interpreted the mark scheme in a balanced manner with most submitted marks falling inside tolerance. A small number of centres marked severely showing a lack of understanding of the Entry level requirements. However, moderators noted that the 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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