**WJEC PATHWAYS - ENTRY QUALIFICATIONS**

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| **Title** | **Religious Festivals** |
| **Unit Ref. No.** | **T/503/6667**  **F/503/6668** |
| **Entry Code** | **6274/E2**  **6274/E3** |
| **Level** | **Entry 2 / 3** |
| **Credit value** | **2** |
| **Unit aim** | This unit aims to enable learners to gain knowledge and understanding of how and why religious festivals are celebrated. |

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| **Learning outcomes**  To be awarded credit for this unit, the learner will: | **Assessment Criteria**  **Entry 2**  Assessment of the learning outcome will require a learner to demonstrate that they can: | **Assessment Criteria**  **Entry 3**  Assessment of the learning outcome will require a learner to demonstrate that they can: |
| **LO1**  Know the background to religious festivals. | **AC1.1**  Identify a religious festival.  **AC1.2**  State elements of the story behind a religious festival. | **AC1.1**  Identify a religious festival.  **AC1.2**  Describe the story behind a religious festival. |
| **LO2**  Know how religious festivals are celebrated. | **AC2.1**  Identify aspects of religious celebration of a religious festival.  **AC2.2**  Identify social aspects of celebration of a religious festival. | **AC2.1**  Describe religious aspects of the celebration of a religious festival.  **AC2.2**  Describe social aspects of the celebration of a religious festival. |
| **LO3**  Know the importance of religious festivals. | **AC3.1**  Identify reasons why a religious festival is celebrated.  **AC3.2**  Identify reasons why a religious festival is important to believers.  **AC3.3**  Identify reasons why a religious festival is important to the wider community. | **AC3.1**  Give reasons why a religious festival is celebrated.  **AC3.2**  Give reasons why a religious festival is important to believers.  **AC3.3**  Explain why a religious festival is important to the wider community. | |

**2. Amplification of Content**

The following suggestions should be considered in the context of:

* the level the learner is working at;
* providing opportunities for progression;
* centre facilities and resources.

The following section is designed to assist teachers in approaching the issue of content. The choice is very much down to the teacher, but **the content and context chosen must be capable of delivering the learning outcomes associated with the unit.**

Candidates should select from the following festivals:

**Buddhism**

Wesak

**Christianity**

Advent, Christmas, Lent, Easter, Holy Week

**Hinduism**

Diwali, Holi, Navaratri, Durga Puja

**Islam**

Id-ul-Fitr, Id-ul-Adha

**Judaism**

Pesach, Chanukah, Yom Kippuh

**Sikhism**

Baisakhi, Guru Nanak’s Gurpurb

In each case, candidates should know the background of the festival, the religious meaning of the events and how they are acknowledged, the social aspects of the festivals. They should also be able to show the importance of the festival for believers and society in general.

**3. Delivery**

**3.1 Planning Courses**

Achievement of each unit is confirmed through a ‘statement of achievement’, so that learners will gain some recognition for all completed work. This unit will contribute to the completion of an Entry Pathways qualification in Humanities. **For full details of the qualifications (Awards and Certificates) and rules of combination, please refer to the WJEC Entry Level Pathways specification.**

Closely related units likely to be delivered along with **Religious Festivals** are:

* Religious Marriage Services
* Religious and Moral arguments about Contentious Issues
* Persecution of People
* Places of Worship
* Religious Charities
* Famous Followers of Religion

Choosing a combination of the above units would work towards an Entry Pathways qualification in Humanities, with a particular focus in the discipline of religious education. Alternatively, this unit can be studied with other units in the Humanities suite which will give a more cross-curricular approach.

**3.2 Resources**

No specific books have been written for this unit. Teachers and learners are advised to gather relevant information using general textbook, websites, CD-roms, magazines, television programmes etc.

For teachers teaching this course along side GCSE those resources listed in the GCSE Teachers Handbook for WJEC Religious Studies Specification A (4440) are relevant.

**Books**

**Amazon.co.uk** sells books at discounted prices. Their website provides an excellent search facility for books in print, and often includes reviews. [www.amazon.co.uk](http://www.amazon.co.uk)

**W. H. Smith’s** website is very good at showing British books currently in print. [www.whsmith.co.uk](http://www.whsmith.co.uk)

**Abebooks** is useful for finding second-hand and out-of-print books.

[www.abebooks.co.uk](http://www.abebooks.co.uk)

**Videos and DVDs**

**Internet sites** - useful for up-to-date information for teachers

**Religious Education Exchange Service** provides links to many relevant sites. [www.re-xs.ucsm.ac.uk](http://www.re-xs.ucsm.ac.uk)

Many websites associated with a specific religion are listed in this Guide. In addition teachers’ attention is drawn to eclips, and also search engines using key words/phrases will locate many useful websites, although discernment is needed to separate the factual and informative from the biased and polemic.

The BBC eclips website is very useful resource.

[www.bbc.co.uk/wales/eclips](http://www.bbc.co.uk/wales/eclips)

***National Grid for Learning - Cymru (NGfL-Cymru)***

A particular source of resources and support for teachers of WJEC Religious Studies has been created on the National Grid for Learning Cymru by teachers of Religious Studies.

<http://www.ngfl-cymru.org.uk>

Teachers will find a wide range of supporting materials.

Much of this material is intended to be downloaded so that it can be edited by teachers to suit the needs of their own candidates and centres.

The list of websites is comprehensive and the links are checked regularly to ensure that they are still live and of use to teachers. Please contact NGfL Cymru if you become aware of new and useful sites.

Please keep returning to this site as new materials become available. It is hoped that teachers will be willing to contribute their own work and ideas to this site for the benefit of colleagues in other centres.

Teachers may also wish to use

<http://lreforschools.eun.org/LRE-Portal/Index.iface>

**4. Assessment**

* 1. **Ways of demonstrating that the criteria have been met**

All Entry Pathways units are internally assessed and externally moderated.

The following principles apply to the assessment of each unit:

* all assessment criteria must be met for unit learning outcomes to be achieved
* for units provided for Entry 2 and Entry 3, criteria must be met in full at each level
* tasks may be chosen from examples given by WJEC (see below) or set by the centre

**There are no longer any ‘set tests’ as in the legacy Entry Level course.** Rather, there will be suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. The practical delivery of these assessment methods in the classroom is likely to vary from centre to centre.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type and the nature of candidates. It may also depend upon the way in which this unit has been integrated with other units in the delivery of the course as a whole. Further guidance is given in Section 6 on Assessment in the Entry Pathways Specification.

However, the following types of approach are likely to feature as ways of demonstrating that the assessment criteria have been met:

* Posters
* Written work
* Oral questions and answers
* Oral presentations
* Contributing to group discussions
* Powerpoint presentations
* Use of visual images such as photographs or cartoons
* Storyboards
* Case studies
* Interviews
* Surveys and questionnaires
* Action plans
* Map work
* Podcasts
* Learning logs

**4.2 Examples of tasks:**

Examples of tasks that can be used to demonstrate assessment

**LO1: the learner will know why religious festivals are celebrated**

**At Entry 2, learners could:**

* produce a card bearing the name of the festival, and showing an aspect of the story behind the festival
* produce a poster which names the festival, and has a relevant scene from the story behind the festival
* produce a short newspaper flyer naming the festival, and stating part of the story behind the festival

**At Entry 3, learners could:**

* produce a Powerpoint presentation naming the festival, outlining the story behind the festival
* produce a storyboard naming the festival, outlining the story behind the festival
* produce a newspaper report on the festival, stating its name and story

**LO2: the learner will know how religious festivals are celebrated**

**At Entry 2, learners could:**

* use artefacts to show the religious aspects of the festival and state the social events which accompany the festival.
* produce a video showing the religious aspects of the festival and the social events which accompany the festival.
* write a short newspaper article showing the difference between the religious and social aspects of the festival.

**At Entry 3, learners could:**

* use artefacts to describe the religious aspects of the festival and the social events which accompany the festival
* produce a video to describe the religious aspects of the festival and the social events which accompany the festival
* write a short newspaper article describing the difference between the religious and social aspects of the festival

**LO3:** **the learner will know the importance of religious festivals**

**At Entry 2, learners could:**

* write a paragraph to state the importance of the festival to both the believer and the wider community
* in a discussion, state the importance of the festival to both the believer and the wider community
* produce a cartoon to show the importance of the festival to both the believer and the wider community

**At Entry 3, learners could:**

* interview a believer to explain the importance of the festival to both the believer and the wider community
* write a paragraph to explain the importance of the festival to both the believer and the wider community
* in a discussion, explain the importance of the festival to both the believer and the wider community

**4.3 Recording**

Assessment will be recorded on the attached form by indicating successful completion of each Assessment Criterion. All criteria must be met for the unit to be achieved and credit awarded. Where a unit is provided at both Entry 2 and Entry 3, Learning Outcomes may be common but Assessment Criteria will be **differentiated** and must be met at the relevant level.

**5. Administrative Arrangements**

For details of administrative arrangements, please refer to the **WJEC Entry Pathways specification,** which includes information about:

* Entry Procedures
* Internal Assessment and External Moderation
* Awarding and Reporting
* Issue of Results
* Access Arrangements
* Post-Results Services.

**Religious festivals and celebrations – ENTRY 2**

**WJEC ASSESSMENT RECORD**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate No.\_\_\_\_\_\_\_\_\_\_\_\_

Centre Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LO** | **Assessment Criteria** | **Met** | **Evidence** |
| **LO1** | **AC1.1**  Identify a religious festival.  **AC1.2**  State elements of the story behind a religious festival. |  |  |
| **LO2** | **AC2.1**  Identify aspects of religious celebration of a festival.  **AC2.2**  Identify social aspects of celebration of a religious festival. |  |  |
| **LO3** | **AC3.1**  Identify reasons why a religious festival is celebrated.  **AC3.2**  Identify reasons why a religious festival is important to believers.  **AC3.3**  Identify reasons why a religious festival is important to the wider community. |  |  |

General Comments

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Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Religious festivals and celebrations – ENTRY 3**

**WJEC ASSESSMENT RECORD**

Candidate Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Candidate No.\_\_\_\_\_\_\_\_\_\_\_\_

Centre Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Centre No.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **LO** | **Assessment Criteria** | **Met** | **Evidence** |
| **LO1** | **AC1.1**  Identify a religious festival.  **AC1.2**  Describe the story behind a religious festival. |  |  |
| **LO2** | **AC2.1**  Describe religious aspects of the celebration of a religious festival.  **AC2.2**  Describe social aspects of the celebration of a religious festival. |  |  |
| **LO3** | **AC3.1**  Give reasons why a religious festival is celebrated.  **AC3.2**  Give reasons why a religious festival is important to believers.  **AC3.3**  Explain why a religious festival is important to the wider community. |  |  |

General Comments

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Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Moderator: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_