

APPENDIX

THE EXEMPLIFICATION OF KEY SKILLS

The following tables give some examples of Religious Studies contexts in which naturally occurring key skills evidence could be accumulated.

Note: If producing certain types of evidence creates difficulties due to disability or other factors, the candidate may be able to use other ways to show achievement. The candidate should ask the tutor or supervisor for further information.

The first table focuses on Communication (Level 2). Candidates must provide evidence to meet the standards for C2.1a, C2.1b, C2.2 and C2.3:

- Take part in a group discussion
- Give a talk of at least 4 minutes
- Read and summarise information from at least two documents (minimum 500 words) about the same subject
- Write two different types of documents (one of which must be at least 500 words), each one giving different information

COMMUNICATION: LEVEL 2

C2.1a TAKE PART IN A GROUP DISCUSSION			
Candidates must:	Evidence must show that candidates can:	Examples of evidence:	Suggested context:
Take part in a group discussion.	<p>Make clear and relevant contribution in a way that suits their purpose and situation.</p> <p>Respond appropriately to others.</p> <p>Help to move the discussion forward.</p>	A record from someone who observed the discussion or video/ audiotape of discussion.	<p>Many of the topics in the specification are suitable for the basis of a group discussion.</p> <p>For example, in Units 1-3, 6-8 the topic could be whether people should live together before marriage. In Units 4 and 5 B the topic could be whether war is ever right.</p>

C2.1b GIVE A TALK OF AT LEAST FOUR MINUTES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Give a talk of at least four minutes.	<p>Speak clearly in a way that suits their subject, purpose and situation.</p> <p>Keep to the subject and structure their talk to help listeners follow what they are saying.</p> <p>Use appropriate ways to support their main points.</p>	A record from someone who has observed the talk including a description of any image/support material used or a video/ audiotape or preparatory notes with images/ support material.	<p>Many of the topics in the specification are suitable for the basis of a group discussion.</p> <p>For example, in Units 1-3, 6-8 the topic could be about worship. In Units 4 and 5 the topic could be about justice and fairness.</p>

C2.2 READ AND SUMMARISE INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>Read and summarise information from at least two documents about the same subject.</p> <p>Each document must be a minimum of 500 words long.</p>	<p>Select and read relevant documents.</p> <p>Identify accurately the main points, ideas and lines of reasoning.</p> <p>Summarise the information to suit their purpose.</p>	<ul style="list-style-type: none"> • A record of what was read and why, including a note of the image. • Notes, highlighted text or answers to questions about material read. • Evidence of summarising information from notes of a presentation or a written document. 	<p>Using textbooks, reports and articles, students could produce a report referring to the issue being considered.</p> <p>For example, in Units 1-3, 6-8 the topic could be on charity, summarising the contents of a leaflet of a religious based charity and comparing their findings with the religious teachings towards charity found in their textbook. In Units 4 and 5 the topic could be on crime and punishment, looking at literature produced by The Howard League for Penal Reform, summarising the contents and comparing their findings with their summary of religious attitudes to crime and punishment found in their textbook.</p>

C2.3 WRITE TWO DIFFERENT TYPES OF DOCUMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
<p>Write two different types of documents each one giving different information.</p> <p>One document must be at least 500 words long.</p>	<p>Present relevant information in a format that suits their purpose.</p> <p>Use a structure and style of writing to suit their purpose.</p> <p>Spell, punctuate and use grammar accurately.</p> <p>Make their meaning clear.</p>	<p>The two different documents might include an extended essay, a piece of research, report, letter, handouts.</p>	<p>For example, in Units 1, 3, 6-8 students could produce one piece of writing describing recent government action to promote community cohesion in the U.K., and one piece on the treatment of religion in the media. In Unit 2 the one topic could be the nature and purpose of marriage and the other the Gospel teaching on wealth and its relevance today. In Units 4 and 5 the topics could be the dilemma where religious beliefs and the law of the State differ, and the other on the treatment of religion in the media with regards war and peace.</p>

APPLICATION OF NUMBER: LEVEL 2

Candidates must:

Undertake at least **ONE** activity that includes tasks for all three of N2.1, N2.2 (a or b or c or d) and N2.3 should be carried out*. Overall, through one or more activities the candidate must:

- use **TWO DIFFERENT** sources which include material containing a chart or graph (N2.1)
- do calculations for a, b, c and d (N2.2)
- present findings in **TWO DIFFERENT** ways using charts, graphs or diagrams (N2.3).

* Where it is necessary to carry out additional activities to meet all the requirements of N2.2 (a, b, c, d) each activity must include tasks for N2.2 and N2.3 or N2.1 and N2.2.

N2.1 INTERPRET INFORMATION FROM A SUITABLE SOURCE			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Interpret information from a suitable source.	Choose how to get the information they need to meet the purpose of their activity. Obtain relevant information. Choose appropriate methods to get the results they need.	The purpose of the task should be set out at the beginning of the work including an explanation of how they choose to get their information.	Students could interpret figures in Units 1-3 and 6-8 on marriage and divorce in the UK, and in Units 4 and 5 figures on crime.

N2.2 USE THIS INFORMATION TO CARRY OUT MULTI- STEP CALCULATIONS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Use your information to carry out calculations to do with: (a) Amounts or sizes (b) Scales or proportion (c) Handling statistics (d) Using formulae	Carry out calculations, clearly showing their methods and levels of accuracy. Check their methods to identify and correct any errors and make sure their results make sense.	Perform a number of different types of multi-step calculations, with and without a calculator for each of a, b, c and d showing methods, appropriate rounding and levels of accuracy; how the candidate checked that the methods and results made sense.	Students use the information in Units 1-3 and 6-8 on marriage and divorce in the UK, and in Units 4 and 5 figures on crime, to look for percentage increases/decrease over a set period of time.

N2.3 INTERPRET THE RESULTS OF YOUR CALCULATIONS AND PRESENT YOUR FINDINGS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Interpret the results of your calculations and present your findings.	Select effective ways to present their findings. Present their findings clearly using a chart, graph or diagram and describe their methods. Use more than one way of presenting their findings. Describe what their results tell them and how these meet their purpose.	Candidates must draw conclusions from their results, graphs, diagrams, etc. These should be related to the original purpose of the task and main findings highlighted. This should either prove or disprove their original hypothesis. Select the most appropriate method to display findings. Explain their choice of methods.	Students use their findings to produce a bar chart showing increases/decreases.

INFORMATION and COMMUNICATION TECHNOLOGY: LEVEL 2

Candidates must overall, through two or more activities:

- include at least one ICT based information source
- include at least one non ICT based information source
- use at least one example of text, one example of image and one example of number
- present combined information such as text with image, text with number, image with number
- present evidence of purposeful use of email

ICT 2.1 SEARCH FOR AND SELECT INFORMATION, USING DIFFERENT SOURCES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Search for and select information to meet your needs. Use different information sources for each task and multiple search criteria in at least one case.	Select information relevant to the tasks.	Show use of multiple search criteria for 1 task. Evidence of selective internet searching. Non electronic source of information Action plan.	In Units 1-3, 6-8 students might explore the internet to find information about advice groups who work with marriage breakdowns, while in Units 4 and 5 they could research groups concerned with violence.

ICT 2.2 ENTER AND DEVELOP THE INFORMATION AND DERIVE NEW INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Enter and develop the information to suit the task and derive new information.	Enter and combine information using formats that helps development. Develop information derive new information as appropriate.	Use of ICT technology for word processing, number calculations and image develop. Annotate with correct terminology. Use spell checker Combine the information	In Units 1-3, 6-8 students could word process their ideas on divorce and remarriage. They could use a table to show the ages of people involved; produce different versions by cutting and pasting, try out different versions with the group; use the thesaurus to find different words. In Units 4 and 5 the topic could be capital punishment in USA.

ICT 2.3 PRESENT COMBINED INFORMATION			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Present combined information such as text with image, text with number, image with number.	Develop the presentation so that the final output is accurate and shows consistent use of formats. Use layout appropriate to the types of information.	Present two tasks in different formats showing combined information that has been spell checked. Include use of purposeful email.	In Units 1-3 and 6-8, as part of a presentation on marriage and divorce, students could produce a report importing a picture file and crop the image to fit the space. They could produce a two-column table to show the ages at which people marry and the number of divorces, with one column justified left and the other justified right. They could also produce facts and figures as a spreadsheet or graph, which they could incorporate into the final document. In Units 4 and 5 the topic could be crime and punishment.

WORKING WITH OTHERS: LEVEL 2

Candidates must provide at least one example of meeting the standards for WO2.1, WO2.2 and WO2.3, to include work in a group or team situation. They must check progress on two occasions (for WO2.2).

WO2.1 PLAN WORK WITH OTHERS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Plan work with others	<p>Identify what they need to achieve together.</p> <p>Share relevant information to identify what needs to be done and individual responsibilities.</p> <p>Confirm the arrangements for working together.</p>	<p>A candidate statement showing understanding of what the team members aim to achieve.</p> <p>Minutes of meetings</p> <p>A record of a discussion indicating what information was shared and each team member's responsibility.</p> <p>A candidate statement showing what support and advice will be given.</p>	<p>In Units 1-3, 6-8 students could produce a group report on worship within the faith. In Units 4 and 5 it could be on sources of Christian authority. Students will need to plan what they hope to achieve and assign tasks to each other.</p>

WO2.2 WORK CO-OPERATIVELY TOWARDS YOUR AGREED OBJECTIVES			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Work co-operatively towards achieving the identified objectives.	<p>Organise and carry out tasks safely using appropriate methods, to meet their responsibilities.</p> <p>Support co-operative ways of working to help archive the objectives for working together.</p> <p>Check progress, seeking advice from an appropriate person when needed.</p>	<p>A log/diary/workbook indicating how resources were identified and obtained including awareness of health of safety issues.</p> <p>Statements by team members to ensure that the working with others went smoothly.</p> <p>A candidate record of advice sought, form whom and why it was sought.</p> <p>A record by the candidate clearly detailing all progress checks.</p>	<p>In Units 1-3, 6-8 students could work in a group to organise a visit to a place of worship. Students will need to allocate tasks to explore which places of worship to visit, identify who to write to, identify a set date for the visit and a set day for a final consultation before confirming the visit, finding out transport costs etc. In Units 4 and 5 students could invite a speaker to visit the centre to speak on a given topic.</p>

WO2.3 REVIEW WORK WITH OTHERS AND AGREE WAYS OF IMPROVING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Review your contributions and agree ways to improve work with others.	<p>Share relevant information on what went well and less well in working with others.</p> <p>Identify their role in helping to achieve things together.</p> <p>Agree ways of improving their work with others.</p>	<p>Minutes of group meetings showing evidence of agreement between team members on ways to improve the way they work together.</p> <p>An analysis of what was done to aid the process of working with others.</p>	<p>As part of organising a group visit or visitor students should listen and respond to helpful suggestions from others and contribute suggestions of their own. For example, if it is felt that certain clothing might be seen as offensive in a stated place of worship, they could write instructions on an appropriate form of dress for the group. In the case of a visitor they could decide the type of questions which might be inappropriate and submit questions to a teacher before hand to ascertain their appropriateness.</p>

IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 2

Candidates must provide at least one example of meeting the standard for LP2.1, LP2.2 and LP2.3 (the example should cover at least three targets). Overall, candidates must show they can use at least two different ways of learning to improve their performance.

LP2.1 SET TARGETS USING INFORMATION FROM APPROPRIATE PEOPLE			
	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Help set targets with an appropriate person and plan how these will be met.	<p>Provide information to help set realistic targets for what they want to achieve.</p> <p>Identify clear action points for each target and how they will manage their time.</p> <p>Identify how to get the support they need and arrangements for reviewing their progress.</p>	<p>A candidate statement referring to the candidate's current knowledge and performance level and what they want to achieve.</p> <p>A detailed action plan for each target, clearly showing actions, deadlines and how the candidate will manage their time.</p> <p>A candidate statement showing that they know where and when support and resources can be had and from whom.</p> <p>A candidate statement showing they fully understand the arrangements for progress reviews. The candidate must know who will conduct the review, what form it will take, where and when it will happen.</p>	<p>In Units 1-3, 6-8 students studying how two television programmes may affect a person's attitude to belief in God could have targets set for researching the appropriate programmes. In Units 5 and 6 the topic could be creation.</p>

LP2.2 TAKE RESPONSIBILITY FOR SOME DECISIONS ABOUT YOUR LEARNING			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Take responsibility for some decisions about your learning, using your plan to help meet targets and improve your performance.	<p>Use their action points to help manage their time well, revising their plan when needed.</p> <p>Choose ways of learning to improve their performance working for short periods without close supervision.</p> <p>Identify when they need support and use this effectively to help meet targets.</p>	<p>A candidate log or workbook, showing how and when each point in the action plan was addressed.</p> <p>A record on the action plan of how closely the candidate kept to their planned timings.</p> <p>A record on the action plan showing what revisions the candidate considered as necessary, why they were made and how effective these were.</p> <p>A learning log or workbook, clearly showing how the learning was carried out and why different ways of learning were adopted at different times.</p> <p>Reference in the learning log or workbook to the candidate's identification of when and why support is needed.</p> <p>A candidate statement on the effective use of the support.</p>	<p>Students could produce a completed worksheet on the topic studied and submit it to the teacher for comment by a set date.</p>

LP2.3 REVIEW PROGRESS AND PROVIDE EVIDENCE OF YOUR ACHIEVEMENTS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Review progress with an appropriate person and provide evidence of your achievements.	<p>Identify what they learned and how they have used their learning in another task.</p> <p>Identify targets they have met and evidence of their achievements.</p> <p>identify ways they learn best and how to further improve their performance.</p>	<p>A candidate statement clearly showing what has been learned.</p> <p>A cross-check by the candidate of the targets identified in the action plan and those which have been met. This may be written by the candidate, recorded by the assessor or it could be taped. It could take the form of a tick box with brief comments.</p> <p>A candidate statement identifying how they learn best e.g. by doing, by studying, working alone etc.</p> <p>Suggestions from the candidate how they might improve their performance.</p>	Students could review the first draft of a worksheet on a given topic and set targets to improve it.

PROBLEM SOLVING: LEVEL 2

Candidates must provide at least one example of meeting the standard for P23.1, PS2.2 and PS2.3. The example should include exploring at least three different ways of tackling a problem (for PS2.1).

PS2.1 IDENTIFY A PROBLEM AND IDENTIFY WAYS OF TACKLING IT			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Identify a problem, with help from an appropriate person and identify different ways of tackling it.	<p>Provide information to help identify a problem accurately describing its main features.</p> <p>Identify how they will know the problem has been solved.</p> <p>Come up with different ways of tackling the problem.</p>	<p>An account of a discussion between the candidate and another appropriate person.</p> <p>A detailed description of the problem's main features.</p> <p>A candidate statement describing, in detail, the desired outcome(s).</p> <p>A candidate statement clearly showing they have considered at least two different approaches to tackling the problem e.g. a variety of visual, numerical, physical methods and mind-mapping, asking others about similar problems, by experimenting, by studying, by imitation.</p>	In both Units, when determining the stand point of a religious group on a topic, students will be faced with the problem of where to find information and the reliability of the sources. They could use the internet, the centre's library or ask the religious group concerned. They could ask the teacher to check the sources for reliability.

PS2.2 PLAN AND TRY OUT AT LEAST ONE WAY OF SOLVING THE PROBLEM			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Plan and try out at least one way of solving the problem.	<p>Confirm with an appropriate person how they will try to solve the problem.</p> <p>Plan what they need to do, identifying the methods and resources they will use.</p> <p>Use their plan effectively, getting support and revising their plan when needed to help tackle the problem.</p>	<p>A signed record of a discussion with an appropriate person.</p> <p>A detailed candidate action plan.</p> <p>An authenticated log or workbook. It may be confirmed by anyone in authority who has observed the candidate at work.</p> <p>A statement by a third party referring to any support offered and taken.</p> <p>Annotations on the plan showing when and why revisions were needed and what revisions were made.</p>	Once students have identified the problem and suggested some possible solutions, they need to ascertain whether the solutions work. They could use the internet, recording websites they visit and their contents on the topic, e.g. Unit A marriage and divorce, Unit B abortion.

PS2.3 CHECK IF THE PROBLEM HAS BEEN SOLVED AND IDENTIFY WAYS TO IMPROVE YOUR PROBLEM SOLVING SKILLS			
Candidates must:	Evidence must show candidates can:	Examples of evidence:	Suggested context:
Check if the problem has been solved and identify ways to improve problem solving skills.	<p>Check if the problem has been solved by accurately using the methods they have been given.</p> <p>Describe clearly the results, including the strengths and weaknesses of how they tackled the problem.</p> <p>Identify ways of improving their problem solving skills.</p>	<p>A candidate record showing in detail what was checked and which method was used.</p> <p>A detailed account of the results by the candidate.</p> <p>A brief analysis by the candidate of both the strengths and weaknesses of how the problem was tackled.</p> <p>A record of assessor feedback questioning.</p> <p>A candidate account of the checking process and assessor feedback.</p>	Once students have tried out a solution to the problem, they need to check its effectiveness with the teacher. They could ascertain if they have solved the problem by writing out a checklist.