

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Contentious issues in the modern world
Unit Ref. No.	F/617/3319 T/617/3320
Entry Code	6235/E2 6235/E3
Level	Entry 2 / 3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of the religious and non-religious arguments concerning at least two contentious issues in the modern world. These issues can involve study of areas such as abortion, capital punishment, contraception/family planning, euthanasia, same sex relationships, role of men and women in worship, genetic engineering or treatment of criminals.</p> <p>It is possible to co-teach this unit with aspects of the WJEC and Eduqas GCSE Religious Studies specifications.</p>

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 what makes an issue contentious.	AC1.1 Identify some contentious issues in the modern world AC1.2 State some facts about contentious issues in the modern world	AC1.1 Give examples of contentious issues in the modern world AC1.2 Outline the background to some contentious issues in the modern world
LO2 Know religious arguments relating to contentious issues	AC2.1 Identify religious arguments concerning contentious issues AC2.2 Identify religious teaching concerning contentious issues	AC2.1 Outline religious arguments concerning contentious issues AC2.2 Outline religious teaching concerning contentious issues
LO3 Know different non-religious arguments on these contentious issues and give their own response	AC3.1 Identify some non-religious arguments concerning contentious issues AC3.2 Make a simple response of their own to one contentious issue	AC3.1 Outline non-religious arguments concerning contentious issues AC3.2 Give responses of their own to more than one contentious issue

2. Suggested Unit Content

The following suggestions should be considered in the context of:

- the level the learner is working at – either Entry 2 or Entry 3
- the level is determined not by the amount of work completed but should demonstrate achievement of the specified assessment criteria. Completion should be closely linked to the command words used in the assessment criteria
- centre facilities and resources
- teaching time and curriculum organisation
- opportunities to co-teach with GCSE Religious Studies
- providing opportunities for progression including studying a Humanities based subject to GCSE level

This unit is open-ended in its coverage. There are a number of different ways of approaching it. The following section is designed to assist teachers in approaching the issue of content. The choice of contentious issues studied 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.** The learning outcomes do not have to be taught separately but can be integrated and taught as a whole.

For schools in England, this unit can be co-taught with Component 1 Religious, Philosophical and Ethical Studies in the Modern World on the Eduqas GCSE specification in Religious Studies.

For schools in Wales, this unit can be co-taught with Unit 2 Religion and Ethical Themes on the WJEC GCSE specification in Religious Studies.

Learners must study **at least two contentious issues** which may be from either the same religion or different ones.

LO1: Know what makes an issue contentious

Learners must study at least two contentious issues. Learners must know the background and general context regarding the chosen contentious issues. These may include contentious issues such as:

- abortion
- contraception/family planning,
- euthanasia
- same sex relationships
- roles of men and women in worship
- genetic engineering,
- capital punishment
- treatment of criminals

Teachers can also choose other contentious issues of current, topical or local debate to study with learners.

LO2: Know religious arguments relating to contentious issues

For each contentious issue studied, the learner must be aware of the religious responses to the debate over the contentious issues. This will include knowing specific religious teaching related to the contentious issues and also why different religious groups or individuals hold different views about the issue. This will include understanding of how issues such as age, race, religion, political views and wealth can influence views.

LO3: Know different non-religious opinions on these contentious issues and give their own response

Learners must be aware of the arguments that different non-religious groups or individuals hold in relation to the contentious issues studied. They must know why different groups or individuals hold different views about the issue. This will include understanding of how issues such as age, race, political views and wealth can influence views.

Learners must also be encouraged to arrive at a view of their own and be able to talk or write about this.

3. Delivery

3.1 Planning Courses

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 **Contentious issues in the Modern World** are:

- Celebrating Religious Festivals
- Prejudice and Discrimination against people
- Places of Worship
- Important ceremonies in life and death

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 resources have been written for this unit. Teachers and learners are advised to gather relevant information using general textbooks, websites, digital resources, magazines, television programmes and films.

One useful area of resources and support for teachers of Entry Pathways units is available on **the WJEC website**. The site can be found here: <http://resources.wjec.co.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 learners and centres.

Several **resource sites** provide links to many relevant sites. For example: <https://www.eteach.com/CMS/1/SecResourcesRE.aspx>

The BBC eclips website is very useful resource. www.bbc.co.uk/wales/eclips

There are many existing **school textbooks** for Key Stages 2, 3 and 4 which cover aspects of the content of this unit. A brief search on any major resource retail site will bring up many books written connected with these contentious issues.

The following books are also relevant:

- Helen Bartley, Laura Burrige, Tanya Hill, Chris Owens: *Religion and Life* (Heinemann)
- Laura Burrige, Tanya Hill, David Sharpe: *Religion and Human Experience* (Heinemann)
- Gavin Craigen, Joy White: *Believing and Living* (Hodder Education)
- Gavin Craigen, Joy White: *Believing and Experiencing* (Hodder Education)
- Ina Taylor: *Religion and Life Issues based on Christianity and Islam* (Folens)
- Ina Taylor: *Religion and Human Experience based on Christianity and Islam* (Folens)

4. Assessment

4.1 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

Entry Pathways Humanities has no set tests or assessments. WJEC will provide some suggestions that can be developed to provide evidence that the assessment criteria for each learning outcome have been met. It is hoped that teachers will build on some of these suggestions and develop activities of their own to provide assessments appropriate for their learners.

In practice, ways of demonstrating that the criteria have been met will vary according to centre type, the nature of learners and curriculum organisation. In addition, different learners within the same teaching group can demonstrate achievement of assessment criteria in different ways. However, the following general types of activities are likely to feature as ways of demonstrating that the assessment criteria have been met:

General activity	Possible purpose
Posters	Identify features of contentious issues
Written work	Outline views about contentious issues
Oral questions and answers	Demonstrate knowledge of contentious issues
Oral presentations	Identify similarities and differences in people's views about contentious issues
Contributing to group discussions	Offer own opinions about contentious issues
Powerpoint presentations	Outline the background to contentious issues
Use of visual images such as photographs	Support arguments made about contentious issues
Storyboards	Identify features and characteristics of contentious issues
Case studies	Outline individual views about contentious issues and why these are held
Interviews	Ask opinions about contentious issues
Surveys and questionnaires	Collect different opinions about contentious issues

4.2 Examples of tasks:

Examples of tasks that can be used with learners to show evidence of meeting the assessment criteria:

LO1: Know what makes an issue contentious

At Entry 2, learners could:

- from a list, select some possible contentious issues
- in class discussion, identify examples of contentious issues
- make a poster about a contentious issue with some background details
- use ICT to produce a presentation which identifies features of a contentious issue

At Entry 3, learners could:

- in discussion, identify orally examples of contentious issues, outlining why they are contentious
- make a list of possible contentious issues outlining why they are contentious
- answer short open ended written questions about key features of the contentious issues they have chosen
- using various media, research news stories relating to contentious issues they have chosen from the media
- give their views on the news stories eg: Do they believe them? Are they true?

LO2: Know religious arguments relating to contentious issues

At Entry 2, learners could:

- complete a matching exercise linking religious arguments about a contentious issue
- in discussion, recognise orally two religious arguments used in connection with a contentious issue and identify specific religious teaching relating to it
- make a written presentation to show two religious arguments about a contentious issue and identify specific religious teaching on it
- list two religious arguments used in connection with a specific contentious issue and identify specific religious teaching on it

At Entry 3, learners could:

- in discussion, outline religious arguments used in connection with a specific contentious issue and identify specific religious teaching on it
- make a presentation to outline religious arguments used in connection with a specific contentious issue and outline specific religious teaching on it
- write a newspaper article outlining religious arguments used in connection with a specific contentious issue and state specific religious teaching on it
- do a presentation for their class outlining religious arguments relating to the contentious issue
- prepare a power point outlining the issue and the religious arguments about it
- make a collage of relevant downloaded articles, photographs etc, relating to religious arguments over the contentious issues.

LO3: Know different non-religious arguments on these contentious issues and give their own response

At Entry 2, learners could:

- make a chart showing non-religious responses to a contentious issue
- assist in drawing up questions for a survey of the class to get their opinions on the contentious issue
- in discussion, contribute to a debate about the specific contentious issue
- produce a poster showing a response to a given non-religious statement about the contentious issue

At Entry 3, learners could:

- in discussion, present an argument for or against the specific contentious issue
- produce a chart showing an argument and counter-argument about the contentious issue
- write a short article for the school website [about 80 words] about the contentious issue, presenting an argument or counter-argument on the issue
- write a short letter [up to 80 words] to a newspaper responding to an article about the contentious issue
- create a social media post [up to 80 words] saying why they support the contentious issue or not
- create a poster arguing for or against the contentious issue

4.3 Recording

Assessment will be recorded on the relevant assessment record by indicating successful completion of each Assessment Criterion. 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. All criteria must be met in full for the unit to be achieved and credit awarded.

Copies of the assessment records are on pages 9 and 10.

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.

Essential points to note with regard to administrative arrangements

- Submit all work **by unit** and not by candidate.
- Ensure that all candidate work submitted for moderation is **fully marked and annotated**.
- **Annotate completed candidate work** with the relevant assessment criteria, e.g. AC 1.3 or AC 3.2, showing where and how the work presented has met the required assessment criteria.
- Check that **ALL assessment criteria have been met for each unit** by each candidate. Do not submit work for moderation if all assessment criteria have not been clearly and fully met.
- **Complete in full the Assessment Record Sheet** for each unit for individual candidates, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

Contentious Issues in the Modern World ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify some contentious issues in the modern world		
	AC1.2 State some facts about contentious issues in the modern world		
LO2	AC2.1 Identify religious arguments concerning contentious issues		
	AC2.2 Identify religious teaching concerning contentious issues		
LO3	AC3.1 Identify some non-religious arguments concerning contentious issues		
	AC3.2 Make a simple response of their own to one contentious issue		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Contentious issues in the modern world ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Give examples of contentious issues in the modern world		
	AC1.2 Outline the background to some contentious issues in the modern world		
LO2	AC2.1 Outline religious arguments concerning contentious issues		
	AC2.2 Outline religious teaching concerning contentious issues		
LO3	AC3.1 Outline non-religious arguments concerning contentious issues		
	AC3.2 Give responses of their own to more than one contentious issue		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____