

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Religious Festivals and celebrations
Unit Ref. No.	R/617/3325 Y/617/3326
Entry Code	6238/E2 6238/E3
Level	Entry 2/3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of how and why religious festivals are celebrated. The festivals studied must be from two different religious traditions.</p> <p>It is possible to co-teach this unit with aspects of both the WJEC and Eduqas GCSE Religious Studies specifications.</p>

<p style="text-align: center;">Learning outcomes</p> <p>To be awarded credit for this unit, the learner will:</p>	<p style="text-align: center;">Assessment Criteria Entry 2</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>	<p style="text-align: center;">Assessment Criteria Entry 3</p> <p>Assessment of the learning outcome will require a learner to demonstrate that they can:</p>
<p>LO1 Know the background to religious festivals.</p>	<p>AC1.1 Identify two religious festivals</p> <p>AC1.2 State elements of the story behind the religious festivals.</p>	<p>AC1.1 Identify two religious festivals.</p> <p>AC1.2 Outline the story behind the religious festivals.</p>
<p>LO2 Know how religious festivals are celebrated.</p>	<p>AC2.1 Identify aspects of religious celebration of the religious festivals.</p> <p>AC2.2 Identify social aspects of celebrations of the religious festival.</p>	<p>AC2.1 Outline religious aspects of the celebration of the religious festivals.</p> <p>AC2.2 Outline social aspects of the celebration of the religious festivals.</p>
<p>LO3 Know the importance of religious festivals.</p>	<p>AC3.1 Identify reasons why the religious festivals are important to believers.</p> <p>AC3.2 Identify reasons why the religious festivals are important to the wider community.</p>	<p>AC3.1 Give reasons why the religious festivals are important to believers.</p> <p>AC3.2 Give reasons why the religious festivals are important to the wider community.</p>

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 festivals 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 2 Study of Christianity and Component 3 Study of a World Faith 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 will be expected to study the celebration of a religious festival from TWO different religious traditions:

LO1: Know the background to religious festivals

Learners must know about the background associated with the festival. They should select from the following festivals:

Buddhism

Theravada Wesak, Kathina, Parinirvana Day

Christianity

Advent, Christmas, Lent, Easter, Holy Week

Hinduism

Diwali, Holi, Navaratri, Raksha Bandhan

Islam

Id-ul-Fitr, Id-ul-Adha

Judaism

Pesach, Rosh Hashanah, Yom Kippur, Sukkot

Sikhism

Vaisakhi, Guru Nanak's Birthday

LO2: Know how religious festivals are celebrated

For each religious festival studied, learners must know about how each festival is celebrated. They should also be aware of the social aspects behind the festival including:

- families and communities coming together
- special clothes worn
- usually a meal is involved
- parades taking place

LO3: Know the importance of religious festivals

For each religious festival studied, learners must know why each festival is important for believers and the wider community. This will include:

- reminds them of important events in their religion
- may call for enhanced practice of their faith such as fasting or attending religious building more often
- helps them refocus their faith
- opportunity to get together with others
- often involve children
- reinforces cultural identity

Learners will also identify reasons why religious festivals are important to the wider community. This will include:

- may bring believers and non-believers together for the celebrations
- even though people may not fully practice a faith they may still celebrate religious events
- may contribute to greater understanding between groups in a community

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 **Celebrating Religious Festivals** are:

- Places of Worship
- Contentious Issues in the Modern World
- Prejudice and discrimination against people
- 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 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 and characteristics of religious festivals
Written work	Outline views on the importance of religious festivals to believers and non-believers
Oral questions and answers	Demonstrate knowledge of aspects of religious festivals
Oral presentations	Outline similarities and differences in why religious festivals are important
Contributing to group discussions	Outline features and characteristics of religious festivals
Power point presentations	Present information about features of religious festivals
Use of visual images such as photographs	Illustrate features and elements of religious festivals
Storyboards	Outline features and characteristics of religious festivals
Case studies	Visit a religious festival in the community
Surveys and questionnaires	Collect different opinions and viewpoints about religious festivals

4.2 Examples of tasks:

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

LO1: Know the background to religious festivals.

At Entry 2, learners could:

- produce top trumps cards bearing the name of the festival and showing an aspect of the stories behind the festival
- produce a poster which names the festival, and includes a relevant scene from the story behind the festival
- produce a short festival flyer naming the festival, and stating part of the story behind the festival
- complete a sorting exercise of elements connected with the festival and those that are not

At Entry 3, learners could:

- produce a Power point presentation outlining the story behind the festival
- produce a storyboard outlining the story behind the festival
- produce a newspaper report on a visit to the festival, stating its name and story
- tell someone else about some religious or social elements of the festival

LO2: Know how religious festivals are celebrated

At Entry 2, learners could:

- from a list, select the religious aspects of the festival
- help to produce a video showing the religious aspects of the festival and the social events which accompany the festival.
- make a chart showing the difference between the religious and social aspects of the festival.
- identify which parts of the festival they would like best and why
- where relevant help to make some food connected to the festival
- collect pictures of the religious festival being celebrated and identify what is happening

At Entry 3, learners could:

- use artefacts to outline the religious aspects of the festival and the social events which accompany the festival
- help to produce a video to outline 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
- where relevant, help to make the food connected to the festival and outline its religious significance
- collect pictures of the religious festival being celebrated and say what is happening

LO3: 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
- make a chart identifying why the festival is important to both believers and the wider community

At Entry 3, learners could:

- interview a believer and ask them to talk about the importance of the festival
- write a paragraph to show the importance of the festival to both the believer and the wider community
- in a discussion, talk about the importance of the festival to both the believer and the wider community

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 learners, ensuring it is signed the teacher, including as much detail as possible on where and how assessment criteria have been met.

Celebrating religious festivals – ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify two religious festivals AC1.2 State elements of the story behind the religious festivals.		
LO2	AC2.1 Identify aspects of religious celebration of the religious festivals. AC2.2 Identify social aspects of celebrations of the religious festival.		
LO3	AC3.1 Identify reasons why the religious festivals are important to believers. AC3.2 Identify reasons why the religious festivals are important to the wider community.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Celebrating religious festivals – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify two religious festivals.		
	AC1.2 Describe the story behind the religious festivals.		
LO2	AC2.1 Outline religious aspects of the celebration of the religious festivals.		
	AC2.2 Outline social aspects of the celebration of the religious festivals.		
LO3	AC3.1 Give reasons why the religious festivals are important to believers.		
	AC3.2 Give reasons why the religious festivals are important to the wider community.		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____