



Key Skills – GCE AS/A Level Religious Studies

This Appendix offers detailed guidance on the Key Skills evidence that candidates might produce during their programme of study. It focuses on the evidence required to meet the criteria for the internally assessed Key Skills portfolio. For example, in producing work for assessment as evidence of C3.2 (Read and synthesise information from two extended documents about a complex subject. One of these documents should include at least one image.) a candidate is required to:

- select and read material that contains the information you need;
- identify accurately, and compare, the lines of reasoning and main points from text and images; and
- synthesise the key information in a form that is relevant to your purpose.

The Key Skills and Evidence Requirements below are quoted from the Part B of the QCA Key Skills specifications and, as such, are addressed to the candidate. The text below the Evidence Requirements is guidance for teachers about how the specification might be used to provide teaching and learning opportunities and/or assessment opportunities for the Key Skill.

For further information, teachers should refer to QCA's Key Skills specifications (for use in programmes starting from September 2000).

For further information about the assessment and certification of Key Skills, teachers should contact OCR.

C3 Communication Level 3

C3.1a *Contribute to a group discussion about a complex subject.*

Evidence requirements:

- i. Make clear and relevant contributions in a way that suits your purpose and situation.
- ii. Listen and respond sensitively to others, and develop points and ideas.
- iii. Create opportunities for others to contribute when appropriate.

Possible opportunities

Opportunities to participate in group discussions will arise throughout the teaching/learning of this specification. Candidates will often need to discuss different views held by scholars about topics in the specification.

Modules 2760 – 2795

All the modules are of a similar nature, and lend themselves to discussion as part of the learning process. For example, in Module 2761 (Philosophy of Religion 1 (AS)) candidates might discuss the various classic versions of arguments for the existence of God; or in Module 2772 (Religious Ethics 2 (A2)) they might discuss various views on the validity of the ethical basis of the Just War theory.

C3.1b *Make a presentation about a complex subject, using at least one image to illustrate complex points.*

Evidence requirements:

- i. Speak clearly and adapt your style of presentation to suit your purpose, subject, audience and situation.
- ii. Structure what you say so that the sequence of information and ideas may be easily followed.
- iii. Use a range of techniques to engage the audience, including effective use of images.

Possible opportunities

Opportunities to make presentations to the group will arise throughout the teaching/learning of these specifications. Candidates might prepare a presentation as an individual project (which might provide evidence for the Key Skill of Improving own Learning and Performance), or participate in a seminar by making an agreed contribution to a group presentation (which might provide evidence for the Key Skills of Working with Others and Problem Solving).

Modules 2760 – 2795

All the modules are of a similar nature, and lend themselves to making presentations as part of the learning process. Opportunities for making a presentation about a complex subject using an image to illustrate complex points could arise in Part 7 (Islam) of Module 2760 (Foundation for the Study of Religion AS), making a presentation about the geographical and religious context of pre-Islamic Arabia showing trade routes and surrounding populations; or in Module 2778 (Judaism 2), using a visual representation of the demographic distribution of Jews before and after the twentieth-century Holocaust as part of a presentation on that topic.

C3.2 *Read and synthesise information from two extended documents that deal with a complex subject. One of these documents should include at least one image.*

Evidence requirements:

- i. Select and read material that contains the information you need.
- ii. Identify accurately, and compare, the lines of reasoning and main points from texts and images.
- iii. Synthesise the key information in a form that is relevant to your purpose.

Possible opportunities

The skills of selection and identification of relevant material, identifying lines of argument, and synthesising key information are central to meeting the Assessment Objectives in Religious Studies. Candidates will produce many pieces of evidence during their courses.

Modules 2760 – 2795

All the modules are of a similar nature, and success in the units of assessment depends on having developed C3.2 to a high level. For every module candidates will need to research and select information from books or other extended documents; they will use more than one book or section of a book addressing the same topic, and they will need to make comparisons between the accounts given. For example, in module 2762 (Religious Ethics 1 (AS)), they will need to compare different views on the application of ethical theory to questions of euthanasia, both religious and non-religious, and synthesise these opposing views into notes for revision or an essay for classwork, taking into account the use of images in the document and the effects this use is trying to achieve; or, for Hinduism in module 2766 (Eastern Religions 1), they will need to compare the main characteristics of several deities, which will include their traditional representations in images, and use this information for revision notes or a practice essay.

C3.3 Write two different types of documents about complex subjects. One piece of writing should be an extended document and include at least one image.

Evidence requirements:

- i. Select and use a form and style of writing that is appropriate to your purpose and complex subject matter.
- ii. Organise relevant information clearly and coherently, using specialist vocabulary when appropriate.
- iii. Ensure your text is legible and your spelling, grammar and punctuation are accurate, so your meaning is clear.

Possible opportunities

Candidates preparing for assessment will produce revision notes summarising key facts and arguments, and will practise essay-writing for the examinations. Candidates opting for the extended essay option in one of their A2 units will produce an extended piece of writing about a complex subject. Producing writing which is clear and coherent, uses specialist vocabulary appropriately, and is grammatically and stylistically accurate, will be an essential aspect of candidates' preparation.

Modules 2760 – 2795

All the modules are of a similar nature, and success in the units of assessment depends on having developed appropriate note- and essay-writing skills to a high level. Opportunities for writing about complex subjects including an image can be found in Part 4B (New Testament – Gospels) of Module 2760 (Foundation for the Study of Religion AS) when writing revision notes about the Synoptic Problem by including a diagram of the complex relationships, or in Module 2767 (Islam 1), where the architecture and design of the mosque are significant, or in preparing for the Synoptic Unit (Unit 2795) for Route B (Philosophy of Religion with Jewish Scriptures) where the comparison of the assertions of modern cosmology and Genesis 1 about the creation of the world could be represented graphically.

IT3 IT Level 3

You must:

Plan and carry through at least one substantial activity that includes tasks for IT3.1, IT3.2 and IT3.3.

IT3.1 *Plan, and use different sources to search for, and select, information required for two different purposes.*

Evidence requirements:

- i. Plan how to obtain and use the information required to meet the purpose of your activity.
- ii. Choose appropriate sources and techniques for finding information and carry out effective searches.
- iii. Make selections based on judgements of relevance and quality.

Possible opportunities

Candidates will have many opportunities to search the Internet and CD-ROMs for material which will contribute to their preparation of revision notes, and be useful for reference to or quotation in their examination answers or extended essays.

Modules 2760 – 2795

All the modules are of a similar nature, though some will have a wider range of relevant information available in electronic form than others. The Resources List will include details of suitable Internet sites and CD-ROMs for each module. Candidates will normally be researching information and opinion relevant to their chosen modules, and will need to develop skills in navigating electronic documents with hyperlinks or searching the Internet for suitable resources. Once found, the material will have to be assessed for suitability, quality and relevance to the topic. The world wide web will be a fruitful source of contemporary opinion, not all of it reliable, on topics covered in Modules 2762 and 2772 (Religious Ethics) and Modules 2765 and 2775 (Developments in Christian Thought). Standard encyclopaedias in electronic form will provide much relevant information, and some opinion, on the subject matter of all modules.

IT3.2 *Explore, develop, and exchange information and derive new information to meet two different purposes.*

Evidence requirements:

- i. Enter and bring together information in a consistent form, using automated routines where appropriate.
- ii. Create and use appropriate structures and procedures to explore and develop information and derive new information.
- iii. Use effective methods of exchanging information to support your purpose.

Possible opportunities

Not applicable to this specification.

IT3.3 *Present information from different sources for two different purposes and audiences. Your work must include at least one example of text, one example of images and one example of numbers.*

Evidence requirements:

- i. Develop the structure and content of your presentation using the views of others, where appropriate, to guide refinements.
- ii. Present information effectively, using a format and style that suits your purpose and audience.
- iii. Ensure your work is accurate and makes sense.

Possible opportunities

Not applicable to this specification.

WO3 Working with Others Level 3

You must:

Provide at least one substantial example of meeting the standard for WO3.1, WO3.2 and WO 3.3 (you must show you can work in both one-to-one and group situations).

WO3.1 *Plan complex work with others, agreeing objectives, responsibilities and working arrangements.*

Evidence requirements:

- i. Agree realistic objectives for working together and what needs to be done to achieve them.
- ii. Exchange information, based on appropriate evidence, to help agree responsibilities.
- iii. Agree suitable working arrangements with those involved.

Possible opportunities

Modules 2760 – 2795

When taught in a classroom situation involving more than one candidate, all modules provide opportunities for projects, or group assignments, on which candidates can work together with one, or more than one, other person on activities which require realistic objectives for working together and what needs to be done to achieve them to be agreed, relevant information to be exchanged and group working arrangements to be agreed. All the modules are of a similar nature and can provide appropriate opportunities for cooperative working.

WO3.2 *Seek to establish and maintain cooperative working relationships over an extended period of time, agreeing changes to achieve agreed objectives.*

Evidence requirements:

- i. Organise and carry out tasks so you can be effective and efficient in meeting your responsibilities and produce the quality of work required.
- ii. Seek to establish and maintain cooperative working relationships, agreeing ways to overcome any difficulties.
- iii. Exchange accurate information on progress of work, agreeing changes where necessary to achieve objectives.

Possible opportunities

Modules 2760 – 2795

When taught in a classroom situation involving more than one candidate, all modules of the specification provide opportunities for projects, or group assignments, on which candidates can work together with one, or more than one, other person on activities which require participants to organise tasks and carry them out effectively and efficiently and to the required quality, to maintain cooperative working relationships, solving problems by consultation and mutual agreement, to exchange information on the progress of work, and to adapt plans in order to achieve objectives. All the modules are of a similar nature and can provide appropriate opportunities for cooperative working.

WO3.3 Review work with others and agree ways of improving collaborative work in the future.

Evidence requirements:

- i. Agree the extent to which work with others has been successful and the objectives have been met.
- ii. Identify factors that have influenced the outcome.
- iii. Agree ways of improving work with others in the future.

Possible opportunities

Modules 2760 – 2795

When taught in a classroom situation involving more than one candidate, all modules provide opportunities for reviewing the success of projects or group assignments, analysing the extent to which objectives were met, the factors which influenced the outcome and the ways in which the work could have been improved in order to enhance the effectiveness of future collaboration. All the modules are of a similar nature and can provide appropriate opportunities for cooperative working and review of its success in meeting the agreed objectives.

LP3 Improving Own Learning and Performance Level 3

You must:

Provide at least one substantial example of meeting the standard for LP3.1, LP3.2 and LP3.3.

LP3.1 *Agree targets and plan how these will be met over an extended period of time, using support from appropriate people.*

Evidence requirements:

- i. Seek information on ways to achieve what you want to do, including factors that might affect your plans.
- ii. Use this information to agree realistic targets with appropriate people.
- iii. Plan how you will manage your time and use of support to meet targets, including alternative action for overcoming possible difficulties.

Possible opportunities

Modules 2760 – 2795

All modules provide opportunities to agree targets for both study-based and activity-based learning and to make plans for meeting those targets.

Suitable evidence would be provided by written or recorded accounts of discussion in which information that had been obtained was used to agree targets, together with an action plan covering an extended period of time and including possible alternative courses of action and notes of support needed. All the modules are of a similar nature and can provide appropriate opportunities for planning how learning targets can be met. A possible activity might be preparing a presentation to the rest of the group on a topic in the specification.

LP3.2 *Take responsibility for your learning by using your plan, and seeking feedback and support from relevant sources, to help meet targets.*

Improve your performance by:

- studying a complex subject;
- learning through a complex practical activity;
- further study or practical activity that involves independent learning.

Evidence requirements:

- i. Manage your time effectively to complete tasks, revising your plan as necessary.
- ii. Seek and actively use feedback and support from relevant sources to help you meet your targets.
- iii. Select and use different ways of learning to improve your performance, adapting approaches to meet new demands.

Possible opportunities***Modules 2760 – 2795***

All modules provide opportunities to prioritise action, manage time, and make active use of feedback and support while employing a variety of approaches to both study-based and activity-based learning.

Suitable evidence would be provided by a log of the study- or activity-based learning, including notes of when support was sought, how it was used, how different ways of learning (including a complex practical activity) were selected and used and approaches adapted to meet new demands, and how further study involving independent learning was carried out, together with records from those who have seen the work which demonstrated that time had been managed effectively and tasks completed. All the modules are of a similar nature and can provide appropriate opportunities for applying plans on how to manage time, and to receive feedback and support to help meet targets.

LP3.3 *Review progress on two occasions and establish evidence of achievements, including how you have used learning from other tasks to meet new demands.***Evidence requirements:**

- i. Provide information on the quality of your learning and performance, including factors that have affected the outcome.
- ii. Identify targets you have met, seeking information from relevant sources to establish evidence of your achievements.
- iii. Exchange views with appropriate people to agree ways to further improve your performance.

Possible opportunities

Modules 2760 – 2795

All modules provide opportunities to demonstrate how targets for both study-based and activity-based learning have been met.

Suitable evidence would be provided by written or recorded analyses of the learning process together with examples of work which demonstrate what has been learned from study-based or activity-based learning activities, records of discussion in which evidence of achievement was established and views on performance quality exchanged, and notes on the action plan to show the targets that have been met. All the modules are of a similar nature and can provide appropriate opportunities for reviewing and evaluating progress, with information from others, and to agree with them ways to further improve performance.

PS3 Problem Solving Level 3

You must:

Provide at least one substantial example of meeting the standards for PS3.1, PS3.2 and PS3.3.

PS3.1 *Explore a complex problem, come up with three options for solving it and justify the option selected for taking forward.*

Evidence requirements:

- i. Explore the problem, accurately analysing its features, and agree with others on how to show success in solving it.
- ii. Select and use a variety of methods to come up with different ways of tackling the problem.
- iii. Compare the main features of each possible option, including risk factors, and justify the option you select to take forward.

Possible opportunities

Modules 2760 – 2795

All modules of the specification provide opportunities for candidates to recognise, explore, describe, and agree standards for the solution of academic problems. These will normally be the gathering of information relevant to a particular topic, its organisation and assimilation, and demonstration of competence in the use of the information in ways appropriate to the learning and assessment demands of the module. All the modules are of a similar nature and can provide appropriate opportunities for identifying problems and defining how their solution can be agreed as successful, which will usually be in demonstrating one or more of the Communication Key Skills.

PS3.2 *Plan and implement at least one option for solving the problem, review progress and revise your approach as necessary.*

Evidence requirements:

- i. Plan how to carry out your chosen option and obtain agreement to go ahead from an appropriate person.
- ii. Implement your plan, effectively using support and feedback from others.
- iii. Review progress towards solving the problem and revise your approach as necessary.

Possible opportunities

Modules 2760 – 2795

All modules provide opportunities for candidates to plan and implement at least one option for solving academic problems and to review progress towards solving those problems. Suitable evidence would be generated by selecting the option to organise a seminar for the sharing of independently-researched information. All the modules are of a similar nature and can provide appropriate opportunities for implementing and reviewing progress towards solutions to problems.

PS3.3 *Apply agreed methods to check if the problem has been solved, describe the results and review your approach to problem solving.*

Evidence requirements:

- i. Agree, with an appropriate person, methods to check if the problem has been solved.
- ii. Apply these methods accurately, draw conclusions and fully describe the results.
- iii. Review your approach to problem solving, including whether alternative methods and options might have proved more effective.

Possible opportunities

Modules 2760 – 2795

All modules provide opportunities for candidates to agree on and apply methods to check the solution of academic problems, and to describe the results of applying those methods and review the approach taken. If a seminar to share information were being reviewed, the methods to be used to check whether standards were met might include an evaluation of whether a sufficient range of material was provided by the participants, and the review of the approach might consider the alternatives of the individual reading in a library or a pair sharing closely-defined responsibilities for research. All the modules are of a similar nature and can provide appropriate opportunities for reviewing and evaluating the success of solutions to problems.