

**ELC**

**Religious Studies**

Entry Level Certificate **R468**

**OCR Report to Centres June 2014**

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This report on the examination provides information on the performance of candidates which it is hoped will be useful to teachers in their preparation of candidates for future examinations. It is intended to be constructive and informative and to promote better understanding of the specification content, of the operation of the scheme of assessment and of the application of assessment criteria.

Reports should be read in conjunction with the published question papers and mark schemes for the examination.

OCR will not enter into any discussion or correspondence in connection with this report.

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## **Entry Level Certificate- Religious Studies 2014**

The standard of marking and administration was generally sound this year and in line with OCR assessment objectives. The majority of Centres submitted their marks and samples on or before the deadline date of 15th May. The submitted work covered the full mark range. In addition, the majority of Centres submitted the correct documentation including the CCS160 (Centre authentication form). The high standard of annotation and recording of marks by the majority of Centres was detailed and accurate and enabled moderators to accurately assess the standard of the samples submitted.

Moderators noted that Centres used a good range of titles from the specification reflecting the wealth and variety of religions, ethical and philosophical topics studied at Entry Level.

Much of the work sampled evidenced the high level of teaching of the specification at Entry Level. The samples of work submitted offered an interesting and diverse interpretation of the specification. Moderators saw much evidence of imaginative and creative teaching and learning, demonstrating knowledge understanding for assessment objective one. Many candidates included drawings and photographs of visits to places of worship to enhance their submitted work. Moreover, candidates presented good evidence of personal evaluation and reasoned argument in response to assessment objective two. Some Centres took a hard line on the marking criteria and vastly under marked showing a lack of understanding of the Entry level requirements.

As a general rule, moderators noted that the work sampled evidenced the sound understanding of the requirements of the specification and of the marking criteria by Centres offering this qualification.

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**Education and Learning**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

**[www.ocr.org.uk](http://www.ocr.org.uk)**

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**OCR (Oxford Cambridge and RSA Examinations)**  
**Head office**  
**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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