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 3). Candidates must provide evidence to meet the standards for C3.1a, C3.1b, C3.2 and C3.3:
- Take part in a group discussion
- Make a formal presentation of at least eight minutes using an image or other support material
- Read and synthesise information from at least two documents (minimum 1000 words) about the same subject
- Write two different types of documents (one of which must be at least 1,000 words), each one giving different information about complex subjects

COMMUNICATION: LEVEL 3

C3.1a 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	3.1a.1 make clear and relevant contributions in a way that suits their purpose and situation 3.1a.2 respond sensitively to others and develop points and ideas 3.1a.3 encourage others to contribute.	A record from someone who has observed discussion or has made video/ audiotape of discussion.	Classroom debate on a complex issue or problem, in which there are more than one clearly defined viewpoint. *(E.g. **RS1/2 CHR Christianity** – What is the point of celebrating the Eucharist?* ***RS3 WR Judaism** – Why did God not stop the Holocaust?)*

C3.1b MAKE A FORMAL PRESENTATION			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Make a formal presentation of at least eight minutes using an image to other support material	3.1b.1 speak clearly and adapt their style of presentation to suit his /her purpose, subject, audience and situation 3.1b.2 structure what they say to progress logically through each stage of their presentation 3.1b.3 use an image or other material to support or enhance what he/she is saying.	A record from someone who has observed the presentation including a description of the image/support material or a video/ audiotape or preparatory notes with images/support material.	Make a presentation on a complex issue, using powerpoint slides to display illustrations and tabulate evidence. *(E.g. **RS1/2 CHR Christianity** – How Orthodox Christians celebrate the Eucharist* ***RS3 WR Judaism** – Biblical precedents for the Holocaust)*

C3.2 READ AND SYNTHESISE INFORMATION			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context:**
Read and synthesise information from at least two documents about the same subject. Each document must be at least 1000 words long	3.2.1 select and read relevant documents 3.2.2 identify accurately and compare the main points and lines of reasoning 3.2.3 present their own interpretation of the subject in a way that is coherent and brings together information from different documents to suit their purpose	• 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 synthesising information from notes of a presentation or a written document.	Notes or annotation of different sources relating to a complex issue or problem in Religious Studies. These should include different types of sources i.e. written, visual, graphical. *(E.g. RS1/2 CHR Christianity – The significance of Eucharistic practices in each of the various Christian traditions; RS3 WR Judaism – The range of Jewish theological responses to the Holocaust)*

C3.3 WRITE TWO DIFFERENT TYPES OF DOCUMENTS			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context:**
Write two different types of documents, each one giving different information about complex subjects **One** document must be at least 1000 words long.	3.3.1 select and use a format, and style of writing that is appropriate to the purpose and complexity of the subject matter 3.3.2 organise material coherently to suit the length, complexity and purpose of their document 3.3.3 spell, punctuate and use grammar correctly 3.3.4 make their meaning clear.	The two different documents might include an extended essay, a piece of research, complex letters, PowerPoint slides, handouts.	Notes taken down in a classroom lesson or summary of section from book. An essay or piece extended writing including a diagram relating to a key issue or problem in Religious Studies *(E.g. RS1/2 CHR Christianity – Theological understandings of the Eucharist and its relevance for Christians today;* *RS3 WR Judaism – The impact of the Holocaust on Judaism)*

INFORMATION and COMMUNICATION TECHNOLOGY: LEVEL 3

Candidates must plan and carry through a number of different tasks, one of which must be a major task covering ICT3.1, ICT3.2 and ICT3.3. Each component ICT3.1, ICT3.2 and ICT3.3 must be covered at least twice and ICT3.3 must be covered for at least two different audiences. Smaller tasks may be used to ensure each component is covered.

Overall, through two or more activities, the candidate must:
- 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 number and one example of image
- use one example of combined information such as text and number, or image and number or text and image
- present evidence of purposeful use of email, one of these emails must have an attachment related to the task.

ICT 3.1 SEARCH FOR INFORMATION, USING DIFFERENT SOURCES			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Search for information, using different sources, and multiple search criteria in at least one case.	3.1.1. plan how to obtain and use information required for the task 3.1.2 make selections based on judgements of relevance and quality.	• a plan showing how the resources will be best used and how information is suited to the task • appropriate and effective searches for relevant information from ICT and non ICT sources • annotated printouts, copies of sources material, records from observing the candidate.	Search for religious data, written/ visual sources on a database or CD Rom. The information found could demonstrate conflicting viewpoints or interpretations of an issue or question in Religious Studies *(E.g. **RS1/2 ER Hinduism** – Symbols of the deities in iconography and practice;* ***RS3 WR Islam** – Identification of differing views of the role and status of women)*

ICT 3.2 ENTER AND DEVELOP THE INFORMATION AND DERIVE NEW INFORMATION			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Enter and develop, explore and derive new information	3.2.1 enter and bring together information using formats that help development 3.2.2 use software features to improve the efficiency of their work 3.2.3 annotate/document their work to show that they understood the process and have taken account the views of others.	Print-outs or record of someone who observed use of ICT showing how information has been explored, developed and new information derived	Following the search for appropriate data on disc or CD Rom, the information could be developed and enhanced, to present, for example, information about religious ideas in an alternative form such as a table of different views or diagram of relationships *(E.g. **RS1/2 ER Hinduism** – Views of deity underlying variety of symbolic iconography and practice;* ***RS3 WR Islam** – Development of case study of differing views of the role and status of women)*

ICT 3.3 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	3.3.1 develop the presentation so that it is accurate, clear and presented consistently, taking into account the views of others 3.3.2 present their final output effectively using a format and style that suit their purpose and audience.	• annotated working drafts, records of screen displays that show development of structure and content in response to feedback • print-outs or a static or dynamic screen display of final work, including text, images and numbers.	Information obtained through the use of IT, and developed through a variety of software packages eg word processing, graphics, DTP, could be presented as evidence in an extended essay, a powerpoint presentation or a piece of personal research into an issue or question in Religious Studies. *(E.g. **RS1/2 ER Hinduism** – Critical assessment of whether Hinduism is monotheistic or polytheistic;* ***RS3 WR Islam** – Critical assessment of the role and status of women in Islam)*

WORKING WITH OTHERS: LEVEL 3

Candidates must provide at least one example of meeting the standards for WO3.1, WO3.2 and WO3.3, to include work in a group or team situation. They must check progress on two occasions (for WO3.2).

W03.1 PLAN WORK WITH OTHERS			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context:**
Plan work with others	3.1.1 agree realistic objectives for working and what needs to be done to achieve them 3.1.2 share relevant information to help agree roles and responsibilities 3.1.3 agree suitable working arrangements with those involved	• a plan showing an understanding of the objectives, working arrangements and responsibilities . • records from someone who observed the process • Reports from team members responses to assessor questioning, audio/video recordings.	Plan a research into a problem or issue in Religious Studies with others in the class or with selected individuals, e.g. plan and organise an exhibition or a debate on an aspect of a religion, dividing responsibilities for different aspects of the work *(E.g. RS1/2 CS Religion & Contemporary Society - Does TV misrepresent religion? RS3 PHIL Philosophy of Religion – Religion and Science: friends or enemies?)*

W03.2 SEEK TO DEVELOP CO - OPERATION AND CHECK PROGRESS TOWARDS YOUR AGREED OBJECTIVES			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context:**
Seek to develop co - operation and check progress towards their agreed objectives	3.2.1 organise and carry out tasks efficiently to meet their responsibilities 3.2.2 seek effective ways to develop co-operation including ways to resolve conflict 3.2.3 share accurate information on progress agreeing changes where necessary to achieve objectives	Records of how the candidate organised and carried out tasks, maintained cooperative working relationships and how conflict was resolved. These can include a log, statements written by others with whom the candidate worked	Establish links with other individuals within the class or outside (e.g. leaders or members of a faith community etc), with a view to researching a problem or issue in Religious Studies. Regularly exchange information or evidence gathered with people with whom they are working

W03.3 REVIEW WORK WITH OTHERS AND AGREE WAYS OF IMPROVING			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context:**
Review work with others and agree ways of improving collaborative work in future	3.3.1 agree the extent to which work with others has been successful and the objectives have been met 3.3.2 identify factors, including the role in influencing the outcome 3.3.3 agree ways of improving the work with others in the future, including interpersonal skills	• statement written by the candidate and others involved in the process. • report, written with others, on ways to improve future collaborative work	Monitor progress made in collecting religious evidence, reflecting on ways collaborative working could be improved

IMPROVING OWN LEARNING AND PERFORMANCE: LEVEL 3

Candidates must provide at least one example of meeting the standard for LP3.1, LP3.2 and LP3.3 (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.

LP3.1 SET TARGETS USING INFORMATION FROM APPROPRIATE PEOPLE			
	Evidence must show candidates can:	**Examples of evidence:**	**Suggested context**:
Set targets using information from appropriate people and plan how these will be met	3.1.1. seek information on ways to achieve what they want to do, and identify factors that might affect their plans 3.1.2. use this information to set realistic targets and identify clear action points 3.1.3. plan how they will manage their time use, support, review progress and overcome possible difficulties.	• an action plan that includes three learning targets, deadlines and dates for reviewing progress • records to show that the candidate sought and used information from others to set targets • response to assessor questioning on factors that might affect the planning	Establish with teachers and others, through one-to-one and group discussion, targets for enhancing performance. *(E.g. **RS1/2 ER Sikhism** – In connection with a visit to a gurdwara, investigate and write up an account of beliefs expressed in worship and festivals;* ***RS4 HE Religion & Human Experience** - Plan and execute research into, and discussion of, aspects of Religious Authority, Religious Experience, or Life, Death etc)*

LP3.2 TAKE RESPONSIBILITY FOR YOUR LEARNING			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Take responsibility for their learning, using their plan to help meet targets and improve performance.	3.2.1 manage their time effectively to meet deadlines, revising their plan as necessary 3.2.2. choose ways of learning to improve their performance, working at times independently and adapting approaches to meet new demands 3.2.3 reflect on their progress, seeking feedback and relevant support to help them meet their targets.	A log of learning with notes of: • how the candidate used at least two different leaning styles • how the candidate sought feedback and support and how they implemented it. • any revisions made to the plan • records from those who have seen the effective management of time	Produce a log of procedural research, monitoring progress and how issues and problems were tackled in the context of study Log should include details of how a complex problem in Religious Studies was approached (e.g. gathering together evidence and sources for the assignment)

LP3.3 REVIEW PROGRESS AND ESTABLISH EVIDENCE OF YOUR ACHIEVEMENTS			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Review progress and establish evidence of their achievements.	3.3.1 provide information on the ways they have used their learning to meet new demands and on factors affecting quality of their outcomes 3.3.2 identify targets they have met and gather evidence of their achievement. 3.3.3 Consult appropriate people to agree ways to improve further their performance.	Notes, records to show: • the candidate achieved what they set out to do using their different leaning styles • how they used their learning to met new demands • how they agreed with others to improve future performance	Keep a portfolio of all tasks which have been assessed during a course of study and how, possibly through a log, the student has learnt and improved performance from comments, both verbal and written, made by the teacher and others.

PROBLEM SOLVING: LEVEL 3

Candidates must provide at least one example of meeting the standard for PS3.1, PS3.2 and PS3.3. The example should include exploring at least three different ways of tackling a problem (for PS3.1).

PS3.1 EXPLORE A PROBLEM AND IDENTIFY WAYS OF TACKLING IT			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Explore a problem and identify ways of tackling it.	3.1.1 identify, analyse and accurately describe the problem and agree with others how they will know it has been solved 3.1.2 select and use a variety of methods to come up with different ways of tackling the problem 3.1.3 compare the main feature and risks of each approach and justify the methods they decide to use.	• description of the problem, analysis of its features, and methods used for exploring it. • statements endorsed by appropriate people of how the candidate will know the problem has been solved • description of three different options for solving the problem • responses to assessor questioning	Make illustrative diagrams or essay plans considering different ways an issue in Religious Studies could be tackled, through discussion and possibly through a piece of extended writing or essay or development of a display, presentation, website, etc. *(E.g. **RS1/2 BS New Testament** – Explore different approaches to the analysis and interpretation of the resurrection narratives and how the many different views could be presented to an audience as a basis for discussion;* ***RS3 ETH Ethics** – Make a case study of a particular war situation and explore ways in which a particular religion and the various ethical theories might be applied to it, what the consequences might be, and how these might be dealt with.)*

PS3.2 PLAN AND IMPLEMENT AT LEAST ONE WAY OF SOLVING THE PROBLEM			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Plan and implement one way of solving the problem	3.2.1 plan their chosen way of solving the problem and get the go-ahead from an appropriate person 3.2.2 put their plan into action, effectively using feedback from others to help tackle the problem 3.2.3 regularly check progress towards solving the problem, and revising their approach as necessary	• a plan to show how the problem will be solved using the option chosen , including any revisions • records of getting the go-ahead to solve the problem from the appropriate person and how support was sought and used • records to show that progress was checked.	Present notes or essay plan which is then executed through a piece of extended writing or essay or development of a display, presentation, website, etc. Review the piece of work produced with a view to modifying or restructuring it

PS3.3 CHECK IF THE PROBLEM HAS BEEN SOLVED AND REVIEW YOUR APPROACH TO PROBLEM SOLVING			
Candidates must:	**Evidence must show candidates can:**	**Examples of evidence:**	**Suggested context**:
Check if the problem has been solved and review their approach to problem solving	3.3.1 apply systematic methods (agreed with an appropriate person), to check if the problem has been solved 3.3.2 describe fully the results and draw conclusions on how successful they were in solving the problem 3.3.3 review their approach to problem solving, including whether other approaches might have proved more effective	• description of methods used and whether the problem was solved • review of problem solving methods and whether these could be improved • responses to assessor questioning.	Discuss with teacher the piece of work to ensure that the problem or issue has been addressed appropriately. Describe the results in a log of procedural research.