

NOCN Entry Level Award in General Religious Education (Entry Level 3)

Key Stage 4

3 Credit Value

The aim of this qualification is to develop the religious literacy of the learners. They encourage learners to further their knowledge and understanding in the study and practice of religion, and are offered at four levels to meet different starting points and enable progression

This qualification enables learners to identify diverse religious beliefs and explore their own position on faith through thinking about their experiences of life and the value of contemporary culture.

Qualifications contain one mandatory unit with 30 Guided Hours and a total qualification time of 30 hours. All learning outcomes will be assessed against all the stated assessment criteria.

QCF Level Descriptor

Summary	Knowledge & understanding	Application & action	Autonomy & accountability
Achievement at Entry Level 3 reflects the ability to make use of skills, knowledge & understanding to carry out structured tasks and activities in familiar contexts, with appropriate guidance where needed.	Use knowledge or understanding to carry out structured tasks and activities in familiar contexts. Know and understand the steps needed to complete structured tasks and activities in familiar contexts.	Carry out structured tasks and activities in familiar contexts. Be aware of the consequences of actions for self and others.	With appropriate guidance take responsibility for the outcomes of structured activities. Actively participate in activities in familiar contexts.

Entry Level Unit

Unit Title: Introduction to General Religious Education

Level: Entry 3

Credit Value: 3

GHL: 30

QCDA Unit Reference Number: F/600/3381

This unit has 7 learning outcomes:

Learning outcomes	Assessment Criteria
The learner will:	The learner can:
1. Know about religion and spirituality.	1.1 State their own beliefs about the meaning of human life, and why they hold those beliefs.
2. Know the demands of religious commitment in everyday life.	2.1 Identify some key religious activities in daily life, distinguishing these for secular activities.
3. Have an awareness of questions about life.	3.1 Identify some key questions about life and death/afterlife.
4. Have an awareness of religious practices.	4.1 Identify some key elements of practice within a particular faith tradition.
5. Have an awareness of different faith traditions within contemporary society.	5.1 Retell a religious story from each of the two main faith traditions.
6. Have an awareness of the relationship between religious belief and lived experiences.	6.1 State one example where religious belief influences choice of action in daily life.

<p>7. Make distinction between right and wrong in contemporary culture.</p>	<p>7.1 In response to a familiar story state whether the characters behaved in a good way.</p>
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