

WJEC PATHWAYS - ENTRY QUALIFICATIONS

Title	Places of worship
Unit Ref. No.	J/617/3323 L/617/3324
Entry Code	6237/E2 6237/E3
Level	Entry 2/3
Credit Value	3
Unit aim	<p>This unit aims to enable learners to gain knowledge and understanding of the layout and significance of features within two places of worship from two different religious traditions. It also allows them to consider appropriate behaviour in these places of worship.</p> <p>It is possible to co-teach this unit with aspects of both the WJEC and Eduqas GCSE Religious Studies specifications.</p>

Learning outcomes To be awarded credit for this unit, the learner will:	Assessment Criteria Entry 2 Assessment of the learning outcome will require a learner to demonstrate that they can:	Assessment Criteria Entry 3 Assessment of the learning outcome will require a learner to demonstrate that they can:
LO1 Know what religious features are found in places of worship.	AC1.1 Identify features found in two places of worship which are used in worship. AC1.2 Identify reasons why certain religious features are used in worship	AC1.1 Outline features found in two places of worship which are used in worship AC1.2 Outline how certain religious features are used in worship.
LO2 Understand why places of worship are important to believers and the wider community	AC2.1 Select reasons why certain religious features found in places of worship are important to believers. AC2.2 Select reasons why the buildings used as places of worship are important to believers AC2.3 Select reasons why places of worship are important to the wider community	AC2.1 Give reasons why certain religious features found in places of worship are important to believers AC2.2 Give reasons why the buildings used as places of worship are important to believers AC2.3 Give reasons why places of worship are important to the wider community
LO3 Understand what is considered appropriate behaviour in places of worship	AC3.1 Identify appropriate behaviour in each place of worship. AC3.2 Select reasons why certain behaviour is expected in these places of worship	AC3.1 Outline appropriate behaviour in each place of worship. AC3.2 Give reasons why this behaviour is expected in each place of worship

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 places of worship 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 1 Religion and Philosophical Themes on the WJEC GCSE specification in Religious Studies.

Students will be expected to study TWO places of worship from TWO different religious traditions.

LO1: Know what religious features are found in places of worship

Learners must know about the main religious features found in the places of worship that they are studying. They should select from the following places of worship:

Religious tradition	Place of worship	Features
Buddhism	Vihara	Buddha-rupa, offerings, images, lamps, symbols, manuscripts of scriptures, bell/conch shell/cymbals, bowls, thangkas, meditation room, stupa
Christianity	Cathedral/Church	Pulpit, font, lectern, altar, organ, choir stalls, bishop's throne, stained glass windows, wall paintings, Bible, hymn books
	Chapel	Communion Table, font, pulpit, organ, choir gallery, stained glass windows, Bible, hymn books
Hinduism	Mandir	murti, pictures, mandap, canopy, calligraphy, conch shell, symbols, bell, community kitchen
Islam	Mosque	Minaret, Mihrab, qibla wall, prayer mats, fountain/wash room, calligraphy, pulpit, women's area, Q'uran
Judaism	Synagogue	Ark of the Covenant, Ner Tamid (Eternal Light), Erzatz Nashim (women's gallery), Bimah, Cantor's lectern, Sanctuary, scrolls, scroll coverings
Sikhism	Gurdwara	Manji Sahib, palki, takht, ragis, pictures of the Gurus, chauri, Guru Granth Sahib, langar, community kitchen

LO2: Understand why places of worship are important to believers and the wider community

Learners must understand why the religious features in the places of worship studied are important to believers. Learners must understand why the buildings themselves are important as places of worship. Areas to discuss with learners will include:

Generic importance of religious features and buildings as places of worship

- Usually contain the holy book
- Allow followers to meet together with others of the faith
- Teaching takes place there
- Often contain beautiful and sacred objects
- Rites of passage ceremonies can take place
- Religious leaders usually present to support/advice
- Festivals can be celebrated as a group
- Worshippers free of other distractions

Buddhism

- Meditation can be led
- Chanting as part of a group
- Minority religion in UK so good to meet with others
- Allows offerings to be given
- Can be part of a retreat
- Allow followers to do service

Christianity

- Believe God is present in the holy building
- Many find the building itself uplifting
- Can sing hymns
- Children can be taught the faith
- Can partake of the Mass/Holy Communion
- Can discuss the faith with others
- Can listen to sermons

Hinduism

- Minority religion in the UK so good to meet with others
- Allows offerings to be given and to do service for the Gods/deities
- Allow offerings to be given
- Take part in congregational puja
- Participate in religious songs (bhajans)
- Helps to retain culture
- Ceremonies performed that cannot be done at home
- Allows hospitality for all members of the community to be given

Islam

- Place to study their faith, and teach children
- Can come together for prayer
- Acts as a social and community centre
- Requirement that men attend the mosque for Friday prayers
- Can listen to sermons
- Sometimes have Arabic classes
- Contains facilities for ritual washing

Judaism

- Believe God is present in the synagogue
- Minority religion in UK so good to meet with others
- Helps to retain culture
- May hold Hebrew classes
- Teach young people about the faith

Sikhism

- Share a communal meal
- Offer fruit, flowers or money
- Share sacred food
- Helps to retain culture
- Do service in community kitchen
- Musicians may be available to lead the singing
- Minority religion in the UK so good to meet with others

Learners must also understand why places of worship are important to the wider community. Areas to discuss with learners will include:

Generic

- Provide peace and sanctuary for everyone in a busy world
- Offer help and guidance to everyone
- Resource for local schools

Buddhism

- Often have cafés providing vegetarian food and refreshments
- Offer meditation classes and retreats for everyone
- Often have a bookshop with books that appeal to many people

Christianity

- Often have cafes and restaurants open to all
- Provide advice and support to everyone
- Let out their facilities to community groups
- Rites of passage ceremonies celebrated in church by non-attenders
- Clubs and lunch groups for the elderly
- Youth clubs

Hinduism

- Have community kitchens serving food to whole community
- Dance and language classes for children
- Activities for the elderly
- Education classes
- Hire premises for celebrations

Islam

- Community youth work
- Fund raising events that help the local community at home and abroad
- Provide support and guidance
- Education and language classes

Judaism

- Education and language classes
- Hire premises
- Community youth work
- Support cultural events for all
- Rites of passage ceremonies celebrated in the synagogue for non-attenders

LO3: Understand what is considered appropriate behaviour in places of worship

Learners must understand what is considered appropriate behaviour in places of worship. This will apply to both followers of the religious tradition and to the wider community. Areas to discuss with learners will include:

Generic

- Turn off mobile phones
- Treat place with respect
- No eating/drinking/smoking
- Be appropriately dressed

Buddhism

- Show respect for the Buddha – face it
- Offer respect by putting hands together and bowing
- Take shoes off

Christianity

- Generally men to remove hats; some women may have heads covered
- Overall sense of solemnity/reverence, but not preventing expressing joy and happiness
- Willingness to listen to Bible readings and sermons, and to participate in spirit of harmony and gratitude
- Stand/kneel for prayers
- Kiss icons
- In some cases genuflect on entry

Hinduism

- Removal of shoes
- Ringing bell
- Presenting gifts
- Willingness to participate in an appropriate attitude of heart and mind
- Partaking of prashad
- Treat murtis with respect

Islam

- Removal of shoes
- Washing (*wudu*)
- Separation of men and women in the mosque
- No mind-altering substances to have been taken
- Need to face Makkah
- Prostrations during prayers
- For some, wearing a prayer hat or head covering
- Willingness to listen to sermon and the readings of the Qur'an

Judaism

- Men and women seated separately
- Men only read from Torah
- Married women wear head covering
- Men wear kippot

Sikhism

- Removal of shoes
- Wearing of head covering by men and women
- Never turning your back on the Guru Granth Sahib
- Men and women sitting separately during worship

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 **Places of Worship** are:

- Celebrating Religious Festivals
- 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 candidates 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	Advertise events at places of worship
Written work	Outline features and characteristics of places of worship
Oral questions and answers	Answer questions about places of worship
Oral presentations	Talk about places of worship and different features
Contributing to group discussions	Talk about why places of worship are important to believers and the wider community
Power point presentations	Show and identify religious features of a place of worship
Use of visual images such as photographs	Provide a guide to a places of worship
Case studies	Outline individual views on why places of worship are important to different people
Interviews	Find out about people who use places of worship
Surveys and questionnaires	Collect different opinions on why places of worship are important

4.2 Examples of tasks:

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

LO1: Know what religious features are found in places of worship

At Entry 2, learners could:

- mark on a plan the main features found in a place of worship
- help to make a Powerpoint showing the main features and where they are placed
- give an oral presentation on the main features of a place of worship and where they are placed
- contribute to a talk on the features found in places of worship and how they are used in worship
- complete a sorting exercise to identify what features are found in a specific place of worship and which are not

At Entry 3, learners could:

- outline the main features found in a place of worship, state where they are situated and how they are used in worship
- use the internet to research places of worship and make a Powerpoint outlining the main features and their location
- give an oral presentation on the main features of a place of worship
- make a visit to a place of worship, take some photographs and use these to prepare a visual display of the visit

LO2: Understand why places of worship are important to believers and the wider community

At Entry 2, learners could:

- complete a chart or plan showing features of places of worship
- state some reasons why certain features of places of worship are important to believers
- complete a closed written exercise on the importance of the key features of make a chart showing features of places of worship
- complete a sorting exercise showing which features are important from incorrect ones
- collect photos of activities that take place at the religious building and either write or say why they are important to believers complete a card sorting activity selecting activities open to everyone at the place of worship selected
- make a poster showing some non-religious activities held at the place of worship
- construct a timetable of non-religious activities held through the week at a place of worship near your school

At Entry 3, learners could:

- make a timetable for a week's activities at the place of worship
- give an oral and illustrated presentation explaining why the main features found in the places of worship are important to believers
- conduct an interview with a believer asking them why certain features of a place of worship are important
- use the internet to take an imaginary tour around the places of worship identifying the features and stating why they are important to believers
- visit a place of worship and make a guide showing the main features and their importance to believers
- construct a timetable of activities held through the week at a place of worship and outline why these activities are held there
- give some reasons why the wider community make use the facilities in a place of worship and why this is important to the place of worship itself
- download from the internet pictures of different types of people that might attend activities at the place of worship and use speech bubbles to show what they do

LO4: Understand what is considered appropriate behaviour in places of worship

At Entry 2, learners could:

- state some rules for behaviour in the places of worship
- in a discussion state how to behave in the places of worship
- select correct pictures from those showing correct behaviour and incorrect behaviour in a place of worship

At Entry 3, learners could:

- write a list of rules for behaviour in the places of worship
- give reasons why this behaviour is expected
- make a chart with illustrations taken from a website showing how to behave in the places of worship

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 12 and 13.

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

Places of Worship – ENTRY 2

WJEC ASSESSMENT RECORD

Candidate Name _____ Candidate No. _____

Centre Name _____ Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Identify features found in two places of worship which are used in worship. AC1.2 Identify reasons why certain religious features are used in worship		
LO2	AC2.1 Select reasons why certain religious features found in places of worship are important to believers. AC2.2 Select reasons why the buildings used as places of worship are important to believers AC2.3 Select reasons why places of worship are important to the wider community		
LO3	AC3.1 Identify appropriate behaviour in each place of worship. AC3.2 Select reasons why certain behaviour is expected in these places of worship		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____

Places of Worship – ENTRY 3

WJEC ASSESSMENT RECORD

Candidate Name _____

Candidate No. _____

Centre Name _____

Centre No. _____

LO	Assessment Criteria	Met	Evidence
LO1	AC1.1 Outline features found in two places of worship which are used in worship		
	AC1.2 Outline how certain religious features are used in worship.		
LO2	AC2.1 Give reasons why certain religious features found in places of worship are important to believers		
	AC2.2 Give reasons why the buildings used as places of worship are important to believers		
	AC2.3 Give reasons why places of worship are important to the wider community		
LO3	AC3.1 Outline appropriate behaviour in each place of worship.		
	AC3.2 Give reasons why this behaviour is expected in each place of worship		

General Comments

Teacher: _____

Date: _____

Moderator: _____

Date: _____