



National 4  
Course  
Specification



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# National 4 Religious, Moral and Philosophical Studies Course Specification (C764 74)

**Valid from August 2013**

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Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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## Course outline

**Course title:** National 4 Religious, Moral and Philosophical Studies

**SCQF:** level 4 (24 SCQF credit points)

**Course code:** C764 74

### Mandatory Units

<b>H263 74</b>	<b>World Religion (National 4)</b>	<b>6 SCQF credit points</b>
<b>H264 74</b>	<b>Morality and Belief (National 4)</b>	<b>6 SCQF credit points</b>
<b>H265 74</b>	<b>Religious and Philosophical Questions (National 4)</b>	<b>6 SCQF credit points</b>

### Added Value Unit

**H26674** **RMPS Assignment (National 4)** **6 SCQF credit points**

This Course includes six SCQF credit points for the assessment of added value in the Added Value Unit. Further information on this Unit is provided in the Assessment section.

## Recommended entry

Entry to this Course is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by the following, or equivalent qualifications and/or experience:

- ◆ National 3 Religious, Moral and Philosophical Studies Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Course. Further information on relevant experiences and outcomes is given in the *Course Support Notes*.

## Progression

This Course or its Units may provide progression to:

- ◆ National 5 Religious, Moral and Philosophical Studies Course or its Units
- ◆ further study, employment and/or training

Further details are provided in the Rationale section.

## Equality and inclusion

This Course Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Course Support Notes*.

## **Rationale**

All new and revised National Courses reflect Curriculum for Excellence values, purposes and principles. They offer flexibility, provide more time for learning, more focus on skills and applying learning, and scope for personalisation and choice.

In this Course, and its component Units, there will be an emphasis on skills development and the application of those skills. Assessment approaches will be proportionate, fit for purpose and will promote best practice, enabling learners to achieve the highest standards they can.

This Course provides learners with opportunities to continue to acquire and develop the attributes and capabilities of the four capacities as well as skills for learning, skills for life and skills for work.

All Courses provide opportunities for learners to develop breadth, challenge and application, but the focus and balance of the assessment will be appropriate for the subject area.

## **Relationship between the Course and Curriculum for Excellence values, purposes and principles**

This Course will build on the religious and moral education; religious education in Roman Catholic schools; and health and wellbeing principles and practice papers. It will be developed primarily from the experiences and outcomes in these curriculum areas.

This Course contributes to learners' understanding of the society in which they live and work by helping them to learn about, and from, religious beliefs, non-religious viewpoints, and personal experience.

Through the Course, learners are enabled to develop the four capacities. The Course will do this by developing knowledge, understanding and skills, developing understanding of human beliefs, values and behaviour, and examining how religion, morality and philosophy can help people find meaning and purpose in life.

In developing these four capacities of Curriculum for Excellence, this Course will also provide opportunities for learners to develop skills for learning, skills for life and skills for work. These include literacy, personal learning, and thinking skills. Developing understanding and respect for different views can develop a sense of responsible citizenship.

This Course allows learners to develop values and beliefs and learn to express these. This will allow learners to make informed moral decisions. The Course encourages learners to develop an understanding of, and respect for, different beliefs, values and viewpoints, and to put their values or beliefs into action in ways which benefit others.

## **Purpose and aims of the Course**

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units.

This Course will require learners to study aspects of a world religion, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

The main aims of the Course are to enable learners to develop:

- ◆ the ability to understand and reflect on, religious, moral and philosophical questions and their impact
- ◆ a range of skills including investigating and describing religious, moral and philosophical questions and responses, making comparisons, and the ability to express reasoned views
- ◆ straightforward knowledge and understanding of beliefs, practices and sources related to world religions
- ◆ straightforward knowledge and understanding of religious, moral and philosophical questions and responses to them

## **Information about typical learners who might do the Course**

This Course is appropriate for a wide range of learners, including those who wish to achieve a greater understanding of religion and its place in society, those who want to learn more about the traditions, beliefs and values of their own religion, and those who wish to progress to more specialised study, further education, training or employment.

Entry to this Course is at the discretion of the centre. However, it may be beneficial for a learner to have the skills and knowledge developed through relevant experiences and outcomes from the broad, general education or equivalent qualifications.

Religious, Moral and Philosophical Studies Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of Religious, Moral and Philosophical Studies qualifications.

This Course provides an entry qualification for further study or training. The Course is a preparation for a diverse range of occupations and careers.

# Course structure and conditions of award

## Course structure

This Course develops a range of cognitive skills. It encourages active learning in the process of investigating religious, moral and philosophical topics or issues. Learners need to develop and apply relevant knowledge and understanding. Learners will learn to express viewpoints and will have the opportunity to reflect on, and articulate, their personal faith or values. Through the Course as a whole, learners will consider the beliefs, values or viewpoints of more than one religion.

By undertaking this Course, learners will develop a range of important and transferable skills including: investigating and communicating findings on religious, moral or philosophical topics or issues; describing and commenting on sources related to world religions; expressing reasoned views about contemporary moral questions; and describing religious, moral and philosophical questions and responses to these.

The skills listed above will be developed and applied over a range of religious, moral and philosophical contexts in the following Units. Each Unit also offers opportunities for learners to focus on particular skills.

The Course has four mandatory Units, including the Added Value Unit. Within each Unit there is a considerable degree of flexibility in the topics which can be studied, to allow personalisation and choice.

Units are statements of standards for assessment and not programmes of learning and teaching. They can be delivered in a number of ways.

### **World Religion (National 4)**

In this Unit, learners will develop skills to describe and comment on the meaning and context of sources related to the religion selected for study. They will develop straightforward knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers.

### **Morality and Belief (National 4)**

In this Unit, learners will develop skills to describe and express views about contemporary moral questions and responses. They will develop straightforward knowledge and understanding of contemporary moral questions and religious and non-religious responses. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **Religious and Philosophical Questions (National 4)**

In this Unit, learners will develop skills to describe religious and philosophical questions and responses. They will develop straightforward knowledge and understanding of these. The range of contexts for study will be flexible to allow for personalisation and choice. Religious viewpoints studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

### **Added Value Unit: Religious, Moral and Philosophical Studies Assignment (National 4)**

In this Unit, learners will exercise choice in selecting an issue or topic for personal study drawn from religious, moral or philosophical contexts. They will research their chosen issue or topic and communicate their findings. Through this activity, they will have opportunities to demonstrate greater depth or extension of knowledge and skills as they draw on and apply the skills and knowledge acquired in the other Units of the Course.

### **Conditions of award**

To achieve the National 4 Religious, Moral and Philosophical Studies Course, learners must pass all of the required Units, including the Added Value Unit. The required Units are shown in the Course outline section.

National 4 Courses are not graded.

## Skills, knowledge and understanding

Full skills, knowledge and understanding for the Course may be given in the *Added Value Unit* Specification. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course is given in this section.

This covers:

- ◆ researching and using information to present findings about straightforward, mainly factual elements of religious, moral and philosophical topics or issues in a reasoned manner
- ◆ describing and commenting on the meaning and context of sources related to world religions, in straightforward terms
- ◆ expressing views about contemporary moral questions and responses, in straightforward terms
- ◆ describing religious and philosophical questions and responses, in straightforward terms
- ◆ straightforward factual knowledge and understanding of the impact and significance of religion today through studying some beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers
- ◆ straightforward knowledge and understanding of contemporary moral issues and responses
- ◆ straightforward knowledge and understanding of religious and philosophical questions and responses

Skills, knowledge and understanding to be included in the Course will be appropriate to the SCQF level of the Course. The SCQF level descriptors give further information on characteristics and expected performance at each SCQF level ([www.sqa.org.uk/scqf](http://www.sqa.org.uk/scqf)).

# Assessment

Further information about assessment for the Course will be included in the *Course Support Notes* and the *Added Value Unit specification*.

## Unit assessment

All Units are internally assessed against the requirements shown in the Unit Specification.

They can be assessed on an individual Unit basis or by using other approaches which combine the assessment for more than one Unit.

They will be assessed on a pass/fail basis within centres. SQA will provide rigorous external quality assurance, including external verification, to ensure assessment judgments are consistent and meet national standards.

The assessment of the Units in this Course will be as follows:

### **World Religion (National 4)**

The learner will be required to provide evidence of:

- ◆ the ability to describe and comment on the meaning and context of a source related to the religion selected for study and its impact on the lives of followers, in straightforward terms
- ◆ straightforward factual knowledge and understanding of the impact and significance of religious beliefs, practices and sources

### **Morality and Belief (National 4)**

The learner will be required to provide evidence of:

- ◆ the ability to express straightforward views about contemporary moral questions and some strengths and weaknesses of responses
- ◆ straightforward factual knowledge and understanding of contemporary moral questions and responses

### **Religious and Philosophical Questions (National 4)**

The learner will be required to provide evidence of:

- ◆ the ability to describe a religious and philosophical question and responses to it, in straightforward terms
- ◆ straightforward knowledge and understanding of a religious and philosophical question, and responses to it



## Added Value Unit

Courses from National 4 to Advanced Higher include assessment of [added value](#)<sup>1</sup>. At National 4, added value will be assessed in an Added Value Unit. The Added Value Unit will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge or application.

In the National 4 Religious, Moral and Philosophical Studies Course, the Added Value Unit will focus on:

- ◆ challenge
- ◆ application

The learner will extend and apply the knowledge and/or skills they have learned during the Course. This will be assessed by an [assignment](#)<sup>2</sup> in which learners will research and communicate findings on an issue or topic drawn from religious, moral or philosophical contexts. The assignment will be sufficiently open and flexible to allow for personalisation and choice.

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<sup>1</sup> Definitions can be found here: [www.sqa.org.uk/sqa/58409.html](http://www.sqa.org.uk/sqa/58409.html)

<sup>2</sup> See link above for definition.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Course. The skills that learners will be expected to improve on and develop through the Course are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Course where there are appropriate opportunities.

## **1 Literacy**

### 1.1 Reading

## **3 Health and wellbeing**

### 3.1 Personal learning

## **4 Employability, enterprise and citizenship**

### 4.6 Citizenship

## **5 Thinking skills**

### 5.2 Understanding

### 5.3 Applying

Amplification of these skills is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills will be appropriate to the level of the Course. Further information on building in skills for learning, skills for life and skills for work for the Course is given in the *Course Support Notes*.

# Administrative information

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## History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date

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