

**RELIGIOUS, MORAL AND PHILOSOPHICAL  
STUDIES**  
**Access 2**

**Second edition – published September 1999**

**NOTE OF CHANGES TO ACCESS 2 ARRANGEMENTS  
SECOND EDITION - PUBLISHED SUMMER 1999**

**CLUSTER TITLE:** Religious, Moral, Philosophical and Studies (Access 2)

**CLUSTER NUMBER:** C072 08

**National Cluster Specification**

Cluster Details            Core skills statements inserted

**National Unit Specification:**

*All Units*

Outcomes and PCs            Major changes to most Outcomes, PCs and Evidence Requirements  
Special Needs and core skills statements inserted

## National Cluster

### RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (ACCESS 2)

**CLUSTER NUMBER**            C072 08

#### STRUCTURE

The cluster comprises three units:

<i>D580 08</i>	<i>Questioning Belief (Access 2)</i>	<i>1 credit (40 hours)</i>
<i>D581 08</i>	<i>Questioning Morality (Access 2)</i>	<i>1 credit (40 hours)</i>
<i>D582 08</i>	<i>Questioning the World (Access 2)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this programme of study includes a further 40 hours over and above the 120 hours of the component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation and integration of learning. This time is an important element of the programme of study and advice on its use is included in the cluster details.

#### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

#### CORE SKILLS

This cluster gives automatic certification of the following:

<b>Complete core skills for the cluster</b>	None	
<b>Core skills components for the cluster</b>	Critical Thinking	Acc 2

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the General Information section at the beginning of the unit.

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#### Administrative Information

<b>Publication date:</b>	September 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Cluster: details**

**CLUSTER** Religious, Moral and Philosophical Studies (Access 2)

### **RATIONALE**

The rationale and aims of Religious, Moral and Philosophical Studies at Access 2 arise from the rationale and aims of religious education as set out in Bulletin 2, *Curriculum Guidelines for Religious Education* (SCDS 1981), and from existing curricular statements in religious and moral education in operation in the primary and secondary school sectors.

### **Religion**

Candidates will investigate the nature and scope of religion. They will gain a basic understanding of how religious traditions help many people find meaning, purpose and value in life. Developing personal and interpersonal skills forms an integral part of this exploration.

### **Morality**

Candidates will investigate the nature and scope of morality from the perspective of religious and other stances for living. They will investigate how people arrive at a moral stance on particular issues which in turn helps people to find meaning, value and purpose in life. Developing personal and interpersonal skills, particularly in the making of moral decisions, forms an integral part of this investigation.

### **Philosophy**

Candidates will develop basic thinking and reasoning skills in relation to religion and morality. Developing the skill of making informed responses to issues forms an integral part of this exploration.

Religious, Moral and Philosophical Studies at Access 2 is concerned with the development of the whole person, particularly in relation to self-awareness, relationships with others, appreciation of his or her place in the world and the realm of personal beliefs, values and lifestyles.

Candidates will have opportunities to:

- extend and develop their knowledge and understanding of aspects of religion, morality and philosophy
- develop their ability to make an informed opinion on certain concrete ideas and issues, and to be sensitive to the views of others
- respond to certain religious, moral and philosophical questions
- continue to reflect upon their own life experiences, and develop their personal beliefs and values.

Candidates are given the opportunity to reflect upon their own experiences, beliefs and values and are encouraged to develop a sympathetic attitude towards the beliefs, values and attitudes of others. A fundamental aim of the cluster is for candidates to engage personally with a limited range of concrete ideas and issues through active or experiential learning. This should promote the development of their own beliefs and values, and contribute significantly to their personal and social development.

## **National Cluster: details (cont)**

**CLUSTER** Religious, Moral and Philosophical Studies (Access 2)

### **CONTENT**

The component units require candidates to attain a demonstrable level of competence in skills, basic knowledge and understanding, explanation and personal judgement achieved through the study of concrete ideas and issues, beliefs and viewpoints. In undertaking the cluster, candidates have an opportunity to develop these abilities further, deepening knowledge and understanding and integrating knowledge and skills acquired across the component units. Candidates should have opportunities to demonstrate the ability to link knowledge and skills in straightforward presentations of information, explanation and opinion.

#### ***Questioning Belief (Access 2)***

This unit explores the nature of belief at an introductory level, providing an awareness of the meaning of the terms ‘belief’ and ‘belief in action’ and exploring some of the following issues in a practical way:

- recognising the difference between belief statements and fact statements
- belief as a part of life; considering personal beliefs
- considering religious beliefs and how they can influence action
- evaluating a belief from a world religious community – by expressing an opinion about a belief and giving a reason for the opinion.

Candidates will have opportunities to:

- demonstrate a basic understanding of the terms ‘belief’ and ‘belief in action’, through concrete examples based on their own experience
- demonstrate a basic understanding of how a religious belief can influence the way a person acts
- express a reasoned personal opinion on religious belief.

#### ***Questioning Morality (Acc 2)***

This unit explores the nature of morality at an introductory level. Candidates will have an opportunity to choose examples of moral issues from any area of study which may include:

- marriage/alternatives to marriage; divorce; sexual behaviour in the context of looking at relationships
- crime and punishment/capital punishment; racial/sexual prejudice; rights of the child in the context of rights and responsibilities.

## **National Cluster: details (cont)**

### **CLUSTER** Religious, Moral and Philosophical Studies (Access 2)

Candidates will have opportunities to:

- demonstrate a basic understanding of the term ‘morality’
- demonstrate, from their own experience, how morality is to do with personal and interpersonal attitudes and behaviours
- evaluate a selected moral issue, suggest one possible course of action and support this suggestion with at least one reason
- become aware of their own personal moral attitudes and stances.

#### *Questioning the World (Access 2)*

In this unit candidates will be introduced to the concept of community.

The nature of community:

- different types of community, eg religious, family, school, organisation or club
- rights and responsibilities of members; the need for ‘community rules’
- an understanding of what it means to belong to a world religious community.

Candidates will have the opportunity to:

- explore the nature of community at a basic level, through a number of concrete examples
- explore the benefits and responsibilities of belonging to a community
- develop a basic understanding of some rules, benefits and responsibilities of belonging to a world religious community
- express a personal opinion on the relevance or applicability of a rule from within a selected religious community.

## **ASSESSMENT**

Access differs from courses at other levels in that there is no external assessment. However a cluster of units provides opportunities for sustained and progressive learning and for more broadly-based integration of knowledge and skills than is possible in discrete units.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and teaching activities across the units.

The evidence requirements within the units allow candidates to present their personal opinions using various forms of response, depending on their individual needs and capabilities. Personal opinions should be supported by at least one reason.

## **National Cluster: details (cont)**

### **CLUSTER Religious, Moral and Philosophical Studies (Access 2)**

#### **APPROACHES TO LEARNING AND TEACHING**

Learning and teaching approaches should be carefully selected to support the development of knowledge and skills, including thinking skills, and to promote candidate motivation. Good quality teacher exposition should be complemented by opportunities for candidates to reflect on what has been learned. Structured discussion should be used to develop thinking skills. There should be frequent opportunities for the candidates to give their opinions. A continual review of candidates' work will be important in developing their skills. For example, they might be given feedback on how well they participate in a discussion or in responding to a case study.

Setting the right climate for learning and establishing good relationships will be extremely important. Candidates must be confident that their views will be respected if not necessarily shared and they, in turn, should be encouraged to listen and to treat with respect the views of others.

Across the component units there has been a deliberate attempt to provide repeated opportunities to practise the basic skills within the programme of study. These include gaining increased knowledge and understanding; providing straightforward explanations and offering personal opinions about sources of evidence; and organising these skills in an orderly manner. Whenever possible, teachers/lecturers should tailor the learning and teaching process to guide candidates towards the improved use of these skills, and assessment would be used to confirm a basic grasp of them.

A fundamental focus of learning and teaching across all units is to enable candidates to relate the subject matter to their own life experience. Regular opportunities should be provided which allow candidates to reflect on their own beliefs, values and practices. This can be achieved through the frequent use of group discussion and individual activities which relate concrete examples to the ideas and issues addressed within the units. Case studies, role-play and activities based on audio-visual resources can be effectively employed to assist in this process.

The design of the cluster of units will enable candidates to work alongside others operating at Access 3, affording them opportunities to progress beyond those outcomes which can be achieved at Access 2. In addition, the outcomes and performance criteria within Access 2 units can form targets for candidates working at Access 1.

#### **SPECIAL NEEDS**

This specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## **National Cluster: details (cont)**

**CLUSTER** Religious, Moral and Philosophical Studies (Access 2)

### **SUBJECT GUIDES**

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

## National Unit Specification: general information

<b>UNIT</b>	Questioning Belief (Access 2)
<b>NUMBER</b>	D580 08
<b>CLUSTER</b>	Religious, Moral and Philosophical Studies (Access 2)

### SUMMARY

The unit seeks to develop the candidate's awareness of his or her own beliefs and a basic understanding of the beliefs of other people.

### OUTCOMES

- 1 Demonstrate a basic understanding of belief.
- 2 Demonstrate a basic understanding of how religious beliefs influence action.
- 3 Express an opinion on a belief from a world religious community.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Core skills components for the unit</b>	Critical Thinking	Acc 2

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### Administrative Information

<b>Superclass:</b>	DE
<b>Publication date:</b>	September 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT        Questioning Belief (Access 2)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate a basic understanding of belief.

##### **Performance criteria**

- (a) Recognise belief statements and fact statements.
- (b) Provide an example of personal belief.

#### **OUTCOME 2**

Demonstrate a basic understanding of how religious beliefs influence action.

##### **Performance criteria**

- (a) Identify three beliefs from a specified world religion.
- (b) Using an example, show how a person's religious beliefs can influence action.

#### **OUTCOME 3**

Express an opinion on a belief from a world religious community.

##### **Performance criteria**

- (a) Express an opinion on the truth or relevance of the belief.
- (b) Support the opinion with a reason.

##### **Evidence requirements**

Oral and/or written evidence to meet all outcomes and performance criteria. For Outcome 1 PC (a) the candidate should recognise two or more belief statements and two or more fact statements. Candidates should be allowed to provide evidence by the use of their normal mode of communication. Where candidates are asked to identify examples then a short answer should suffice. Restricted responses would be expected where an explanation is required or a personal opinion is expressed.

## **National Unit Specification: support notes**

### **UNIT        Questioning Belief (Access 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit considers the nature of belief at an introductory level, and explores the following issues in a practical way:

- distinguishing between belief statements and fact statements
- belief as a part of life; personal belief
- how religious beliefs can influence action
- considering a belief from a world religious community and expressing a personal opinion on the truth or relevance of this belief, supporting the opinion with a reason.

#### **GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT**

In approaching each of the outcomes, the intention is for the candidates to demonstrate a basic understanding of the term, 'belief' and to explore different viewpoints. In addressing the nature of belief, candidates should be made aware of the fact that human perception of life is varied and limited. This can be achieved through simple activities such as discussion of personal likes and dislikes, the use of optical illusions and various other sensory tests. Having established this point, candidates should then be introduced to the concept of 'belief' through the exploration of issues to do with trust and having 'faith' in certain aspects of life.

It is important at this stage that candidates appreciate the extent to which human beings demonstrate trust and faith in their everyday lives, eg our willingness to accept the advice of others - doctors, parents, teachers/lecturers; standing at a bus stop and waiting for a bus; keeping promises; expecting domestic equipment to work on demand and so on.

Teachers/lecturers are advised to introduce the word 'belief' at this point and to explain to candidates some of the key characteristics of the nature of belief.

- A belief is a point of view which the believer holds to be true. Beliefs are not irrational, they are based on personal knowledge or experience or enquiry.
- A belief is a view which might or might not be shared by others.
- A belief is a view which engenders commitment.
- We all have beliefs. These are important to us.
- Beliefs can lead to good and bad actions.

## **National Unit Specification: support notes (cont)**

### **UNIT            Questioning Belief (Access 2)**

Candidates should then move on to consider how a belief can influence a person's behaviour and how religious beliefs can influence action. There are a number of activities which could be used to illustrate this including considering simple biographies and group discussion. The candidate should draw upon these activities when using an example to show how a person's religious beliefs can influence action.

Outcome 3 provides an opportunity for candidates to consider an identified religious belief and to express an opinion on the truth or relevance of the belief. They are required to support the opinion with a reason.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

For all outcomes, evidence of an appropriate level of achievement could be generated from oral or written responses to structured questions or through an oral interview.

The outcomes are designed to explore the nature of belief and its influence on people's actions or behaviour in a practical way which is common to their daily experience. This is examined in terms of belief in general, then in relation to religious belief.

Teachers/lecturers may use a variety of methods to elicit appropriate responses from role-play (how a particular belief might affect behaviour) to telling a story in oral, written or graphic form, or through other activities appropriate to the outcomes and to the candidate's capabilities.

Teachers/lecturers may consider the possibility of assessing two or more outcomes together.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Questioning Morality (Access 2)
<b>NUMBER</b>	D581 08
<b>CLUSTER</b>	Religious, Moral and Philosophical Studies (Access 2)

### SUMMARY

The unit seeks to develop the candidate's understanding of the term 'morality' and the processes involved in making moral decisions.

### OUTCOMES

- 1 Demonstrate a basic understanding of morality.
- 2 Demonstrate understanding of how moral behaviour affects other people.
- 3 Evaluate a moral issue.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 2.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking      Acc 2

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### Administrative Information

<b>Superclass:</b>	DE
<b>Publication date:</b>	September 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT        Questioning Morality (Access 2)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate a basic understanding of morality.

##### **Performance criteria**

- (a) Identify the main terms relating to moral behaviour.
- (b) Distinguish the use of these terms in moral behaviour from their use in other contexts.

##### **Evidence requirements**

PCs (a) and (b) Oral and/or written or performance evidence which overtakes the performance criteria. This may be achieved through the use of role-play or case studies in which candidates must demonstrate their ability to use moral terms accurately, including 'right' and 'wrong', 'good' and 'bad' and to distinguish the use of these terms from their use in other contexts. Candidates should be able to provide ideas and straightforward examples of ways in which moral terms have social as well as individual implications.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

#### **OUTCOME 2**

Demonstrate understanding of how moral behaviour affects other people.

##### **Performance criteria**

- (a) Given an appropriate context, identify two consequences of a moral action.
- (b) Using an example from ordinary experience, explain how a moral action can affect other people.

##### **Evidence requirements**

PC (a) Oral and/or written evidence which overtakes the performance criterion. Candidates should identify two consequences of an identified moral action.

PC (b) Oral and/or written evidence in the form of a response to a case study presented in visual, aural or written form. Candidates must be able to explain correctly how a moral action presented within the case study affects other people in the case study.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

## **National Unit Specification: statement of standards (cont)**

### **UNIT        Questioning Morality (Access 2)**

#### **OUTCOME 3**

Evaluate a moral situation.

#### **Performance criteria**

- (a) Given an appropriate moral dilemma, state one possible course of action.
- (b) Support the decision with at least one reason.

#### **Evidence requirements**

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

PCs (a) and (b) Oral and/or written evidence in the form of two restricted responses. The candidates should be given an appropriate dilemma, for which they state one possible course of action supported by at least one reason.

A case study of an appropriate moral dilemma presented in visual, aural or written form may be used.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

## **National Unit Specification: support notes**

### **UNIT          Questioning Morality (Access 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

This unit explores the nature of morality at a simple level.

It is suggested that candidates choose examples of moral issues from any area of study which may include:

- marriage/alternatives to marriage; divorce; sexual behaviour in the context of looking at relationships
- crime and punishment/capital punishment; racial/sexual prejudice; rights of the child in the context of rights and responsibilities.

Teachers/lecturers may wish to advise on the issues selected by candidates.

#### **GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT**

To help them to understand what the term ‘morality’ means, candidates will be introduced to a number of basic moral terms which together form a glossary of moral words, including ‘good’, ‘bad’, ‘right’, ‘wrong’. For example, it would be important for candidates to be made aware of the different ways in which these terms are used in English so that they realise how this language is used in a moral sense. This can be achieved through a variety of means including case studies and discussion, for example, ‘that was a good film’, ‘we had a good day’ are non-moral uses of the term ‘good’. ‘It is good to help others’ or ‘telling the truth is a good thing’ are moral uses of the term ‘good’.

It would be important to emphasise the fact that morality is to do with personal ideas and behaviour, but that there is also an interpersonal dimension to morality which is to do with ideas and behaviour between people, for example, keeping a promise has a social implication in terms of one’s relationship with others, but it also has a bearing on one’s personal attitude and values. Naturally, stealing has a bearing on the individual’s attitudes and values but could also have a significant implication for society. Once these moral terms are explored, candidates should be able to show from their own experience how morality is to do with personal/interpersonal attitudes and behaviour.

The teacher/lecturer will use a variety of teaching strategies to illustrate that people are motivated by different moral stances: what is ‘right’ or ‘wrong’, ‘good’ or ‘bad’ is different to different people, for example, people can react to a situation through fear, instinct, self-interest, conscience. One way of addressing this difficult issue is by asking candidates to consider the question ‘How do we know if something is right or wrong?’ It is essential that a variety of concrete situations should be used to illustrate the fact that people adopt different stances in relation to this question. A variety of stimuli, such as audio/video tapes, case studies, stories, role-play, could be used at this point, drawing continually on the candidate’s experiences.

## **National Unit Specification: support notes (cont)**

### **UNIT            Questioning Morality (Access 2)**

To achieve the final outcome candidates should be able to show that people hold different views on moral situations. This awareness should have emerged during the course of this unit where they will have explored how moral behaviour affects other people. The emphasis in this outcome is on a closer examination of a selected moral situation drawn from ordinary experience and consideration of consequences to this action.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

For all outcomes, evidence of an appropriate level of achievement could be generated from oral or written responses to questions or through an oral interview, possibly based on a case study.

The outcomes are designed to explore the nature of morality and its influence on people's actions or behaviour in a practical way. This is examined in terms of moral attitudes or stances which have an influence on people's subsequent actions and behaviour. These attitudes are applied to selected moral behaviour and the candidate should provide a personal opinion on behaviour portrayed. The opinion should be supported by at least one reason.

Teachers may use a variety of methods to elicit appropriate responses, such as role-play (how a particular moral attitude might affect behaviour) or telling a story in oral, written or graphic form, or through other activities appropriate to the outcomes and to the candidate's capabilities.

Teachers/lecturers may consider the possibility of assessing two or more outcomes together.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

## National Unit Specification: general information

<b>UNIT</b>	Questioning the World (Access 2)
<b>NUMBER</b>	D582 08
<b>CLUSTER</b>	Religious, Moral and Philosophical Studies (Access 2)

### SUMMARY

The unit seeks to develop the candidate's understanding of the nature of community and the rules which are significant in giving a community its identity.

### OUTCOMES

- 1 Demonstrate a basic understanding of the term 'community'.
- 2 Demonstrates a basic understanding of what it means to belong to a world religious community.
- 3 Evaluate one rule from within a selected world religious community.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUES

1 credit at Access 2.

### CORE SKILLS

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking      Acc 2

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### Administrative Information

<b>Superclass:</b>	EE
<b>Publication date:</b>	September 1999
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: statement of standards**

### **UNIT        Questioning the World (Access 2)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate a basic understanding of the term ‘community’.

##### **Performance criteria**

- (a) Identify communities to which people belong.
- (b) Explain why it is necessary for communities to have rules.

##### **Evidence requirements**

Oral and/or written evidence identifying two communities or groups. One should be a religious community. Brief explanation in candidate’s own words that rules are necessary for people to live in harmony in a community.

#### **OUTCOME 2**

Demonstrate a basic understanding of what it means to belong to a world religious community.

##### **Performance criteria**

- (a) State three rules accepted in an identified world religious community.
- (b) Explain one benefit and one responsibility of belonging to this religious community.

##### **Evidence requirements**

Oral and/or written evidence to meet PCs (a) and (b) which may include participation in a group discussion or through an individual or group interview in which evidence of individual achievement is recorded by means of an observation checklist. Restricted responses may be used as an alternative means of generating evidence.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

#### **OUTCOME 3**

Evaluate one rule from within a selected world religious community.

##### **Performance criteria**

- (a) Express a personal opinion on the relevance of an identified rule.
- (b) Support the opinion by providing at least one reason.

##### **Evidence requirements**

PCs (a) and (b) Following identification of a particular rule which applies to a community which has relevance for the candidate’s own life, a personal opinion should be expressed, orally and/or in writing. The response to PC (a), expressing a personal opinion on ‘relevance’ should include ‘the applicability’ of the identified rule. Restricted response may be used.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

## **National Unit Specification: support notes**

### **UNIT            Questioning the World (Access 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

In this unit the candidates will be introduced to the concept of ‘community’ in a practical way. A fundamental characteristic of this unit is the recognition that each candidate is a member of various communities, eg religious, family, school, college, organisation or club and, as such, has rights and responsibilities in relation to these communities.

#### **GUIDANCE ON APPROACHES TO LEARNING AND TEACHING FOR THIS UNIT**

Candidates will be introduced to a number of concrete examples which will enable them to explore the nature of community at a basic level. This can be undertaken in the following way. Teachers/lecturers could begin with a brainstorming activity which focuses on communities or groups to which the candidates belong.

The intention of this brainstorming activity is to develop candidates’ thinking at a basic level about the nature of community and the rights and responsibilities (rules) of belonging to a community. Rather than being unduly concerned with a strict definition of the word itself communities should be explained to candidates in terms of ‘local communities’, for example, football clubs, youth clubs, school/college, and in terms of ‘wider communities’, for example, pop star fan club, country, world-wide communities.

Following on from this activity the teacher/lecturer should encourage candidates to identify a range of communities or groups to which they belong and, through discussion, enable the candidates to appreciate that communities serve different purposes. For example, members of a world religious community share certain ideas and practices which are recognised by members of that religious community all over the world, whilst a village community shares certain facilities and the community is influenced by its geographical location. In exploring the idea of those factors which give a group or community its particular identity, the need for rules should be explored, not as something which limits people’s activities but as an aid to harmonious living and co-operation. It should also be possible, at a basic level, to consider the significance of these rules in terms of highlighting how these are an outward sign of ‘belonging’ to a specific group.

In Outcome 2 there requires to be considerable input regarding a particular world religious community, exploring the benefits and responsibilities of belonging to that group. A variety of visual material and discussion should be used in illustrating and exploring this as it will largely be outwith the experience of the candidates. The particular set of rules which govern this community should be explored in terms of what they mean for the religious believer, eg Buddhism and the Five Precepts, Islam and the Five Pillars, Christianity and the Ten Commandments, Judaism and the Ten Commandments or strict food rules, Sikhism and the rules of the Khalsa. Emphasis should be given to illustrating how these rules influence the behaviour, dress, food, general activity, etc of the believer.

## **National Unit Specification: support notes (cont)**

### **UNIT            Questioning the World (Access 2)**

The focus in the final outcome is on looking in some depth at one of the rules outlined and explored in Outcome 2 and applying this to the candidate's own experience in life. To ensure that this outcome is achieved, the candidate is required to offer an opinion and express this in an honest and open manner showing sensitivity towards the community selected. This will reflect the ethos required of an educational activity of this nature. An invitation to members of various religious communities to visit the learning centre and to meet the candidates would be a real advantage in helping candidates to understand the nature of membership of a religious community.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

The outcomes are designed to unfold gradually the nature of a world religious community and its influence on its members.

Wherever possible, teaching staff should consider the assessment of two or more outcomes together.

### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).