

**RELIGIOUS, MORAL AND
PHILOSOPHICAL STUDIES**
Advanced Higher

Second edition – published April 2000

**NOTE OF CHANGES TO ADVANCED HIGHER ARRANGEMENTS
SECOND EDITION PUBLISHED APRIL 2000**

COURSE TITLE: Religious, Moral and Philosophical Studies
(Advanced Higher)

COURSE NUMBER: C072 13

National Course Specification

Course Details: Minor changes to *Philosophy of Religion*
Religious Experience and *Bioethics* – content expanded
and clarified

Changes to grade descriptions – simplified

National Unit Specification

D417 13 Philosophy of Religion

Major changes to outcomes and performance criteria.

D418 13 Personal Research

Major changes to outcomes, performance criteria.
Minor changes to evidence requirements.

D419 13 Religious Experience

Major changes to outcomes and performance criteria.

D420 13 Bioethics

Major changes to outcomes and performance criteria.

National Course Specification

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (ADVANCED HIGHER)

COURSE NUMBER C072 13

COURSE STRUCTURE

This course comprises the two mandatory units plus one of the optional units.

Mandatory units

<i>D417 13</i>	<i>Philosophy of Religion (AH)</i>	<i>1 credit (40 hours)</i>
<i>D418 13</i>	<i>Personal Research (AH)</i>	<i>1 credit (40 hours)</i>

Optional units

<i>D419 13</i>	<i>Religious Experience (AH)</i>	<i>1 credit (40 hours)</i>
<i>D420 13</i>	<i>Bioethics (AH)</i>	<i>1 credit (40 hours)</i>

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

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious, Moral and Philosophical Studies at Higher level
- in a social subject at an equivalent level

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National Course Specification: general information (cont)

COURSE Religious, Moral and Philosophical Studies
(Advanced Higher)

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

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

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE Religious, Moral and Philosophical Studies
(Advanced Higher)

RATIONALE

The rationale and aims of Religious, Moral and Philosophical Studies at Advanced Higher arise from the rationale and aims of religious education as set out in Bulletin 2, *Curriculum Guidelines for Religious Education* (SCDS 1981), and from the Howie Committee's report, *Upper Secondary Education in Scotland* (1992), which made proposals for the inclusion of elements of philosophy for candidates in upper secondary and further education.

Religion

Candidates will investigate the nature and scope of religion and explore how the search for meaning, value and purpose has expressed itself in a range of historical and religious traditions. Developing the skills of analysis and evaluation of complex concepts and issues forms an integral part of this exploration.

Morality

Candidates will investigate the nature and scope of morality and explore how the search for meaning, value and purpose is expressed in the application of moral principles to contemporary bioethical issues. Developing the skills involved in making complex moral decisions forms an integral part of the exploration within the context of the nature and quality of human life.

Philosophy

Candidates will investigate the nature and scope of philosophy as it arises out of the religious and moral domains and explore how the search for meaning, value and purpose has expressed itself in a range of philosophical points of view. Developing the skills involved in evaluating evidence, presenting arguments and justifying conclusions forms an integral part of the exploration.

Religious, Moral and Philosophical Studies at Advanced Higher deals with the interrelationship of religious beliefs, ethical issues and philosophical challenges within religion and morality. The ability to analyse and evaluate the relative merits of various religious, moral and philosophical perspectives requires a knowledge and understanding of primary and secondary sources, traditional arguments and contemporary points of view, both religious and secular. In addition, an investigative element provides candidates with the opportunity for a thorough enquiry into a religious, moral or philosophical issue.

Candidates will have opportunities to:

- extend and develop their knowledge and understanding of aspects of religion, morality and philosophy
- respond to certain religious, moral and philosophical questions through a process of enquiry, debate, analysis and evaluation, particularly in relation to the weighing up of detailed evidence, developing complex arguments and presenting balanced and coherent conclusions
- complete a dissertation on an issue which will enable them to demonstrate planning, organising and investigating skills, particularly in the use of primary and secondary sources, and evaluate the aims and objectives of their investigation.
- continue to reflect upon their own life experiences, and develop their personal beliefs and values

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Advanced Higher)

Candidates who undertake Religious, Moral and Philosophical Studies should develop their knowledge and understanding of complex religious, moral and philosophical concepts and language. They should also consider issues and viewpoints on religious and other stances for living in the modern world. By studying these aspects, candidates also develop the skills of analysis, evaluation and the presentation of a coherent summary of all the evidence. In the investigative aspect of the course, candidates develop planning, personal research, analytical and evaluative skills in an increasingly sophisticated way and present detailed information, carefully considered judgements and well supported conclusions using an extensive range of sources.

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. An important aim of the course for candidates is their personal engagement with a range of complex concepts and issues which advances the development of their own beliefs and values and contributes significantly to their personal and social development.

COURSE CONTENT

The component units of the course require candidates to attain a certain level of knowledge and understanding, and the ability to analyse and evaluate a range of complex concepts and issues. In undertaking the course, candidates have an opportunity to develop these abilities further, deepening knowledge and understanding, developing critical thinking and integrating knowledge and skills acquired across the component units. The dissertation provides an opportunity for candidates to demonstrate the ability to integrate knowledge and skills as they explore a chosen issue in considerable depth and as they plan, investigate sources, organise data, analyse and evaluate findings and report on the issue concerned.

In the investigating and planning phase of the dissertation, candidates will be required to gather information and analyse and evaluate it in the light of the evidence they have assembled. In the reviewing and evaluating phase of the dissertation, candidates will assess attainment of the original aims and objectives, identifying both achievements and failures which they experienced in their investigation. Thus the dissertation acts as a reinforcement of the application of those very skills required by the course assessment.

Philosophy of Religion (40 hours)

In this mandatory unit, candidates will explore in depth the ongoing debate over the existence or non-existence of God and the consequences this has for our perception of the origin and purpose of the universe and our place within it. They will analyse and evaluate the arguments and counter-arguments in relation to three areas of study:

1 The Cosmological Argument

- The ‘First Cause’ argument of eg Thomas Aquinas and counter argument(s) advanced by eg David Hume
- Contemporary versions of the argument eg Richard Swinburne

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Advanced Higher)

- 2 The Teleological/Design Argument
 - The ‘Design’ argument of eg William Paley and counter argument(s) advanced by eg. David Hume
 - Contemporary versions eg Hugh Montefiore; Richard Dawkins
- 3 The Moral Argument
 - The ‘Moral’ argument eg Immanuel Kant and counter arguments concerning alternative explanations eg cultural relativity, emotivism, human evolution
 - Contemporary versions of the argument eg H P Owen

Personal Research (40 hours)

In this mandatory unit, candidates will carry out independent research on an issue chosen from within or outwith the content of the Advanced Higher course. They will develop the investigative skills of planning, organising, analysis, evaluation and presentation of complex concepts and issues. Candidates will submit a detailed proposal for a dissertation, based on their personal research.

Religious Experience (40 hours)

In this optional unit candidates will explore the issues within three areas of study:

- 1 Nature of Religious Experience
 - Main features of religious experience eg William James, Rudolph Otto
 - Religious experience today eg Sir Alister Hardy Research Centre, Richard Swinburne
- 2 Religious Experience from a Faith Perspective
 - Mystical experience eg St Theresa of Avila, Jacob Boehme, Simone Weil
 - Personal conversion eg St Paul, St Ignatius of Loyola, C S Lewis
- 3 Secular Perspectives on Religious Experience
 - Psychological eg Feuerbach, Freud
 - Sociological eg Emile Durkheim, Bryan Wilson

Bioethics (40 hours)

In this optional unit candidates will be required to explore the issues within three areas of study:

- 1 The Beginning of life
 - Treatment of embryos
 - Genetic engineering
- 2 The Prolongation of Life
 - Transplant operations
 - Intervention in treatment

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Advanced Higher)

- 3 The Ending of Life
- Life-support machines
 - Euthanasia

Responses to all the issues will involve study of reports, publications and developments in the churches and other organisations (eg British Medical Association, Human Fertilisation and Embryology Authority, SPUC). It could also involve reference to the writings of individual philosophers and ethicists (eg Peter Singer, Pope John Paul II).

ASSESSMENT

To gain the award of the course, the candidates must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment*, published in May 1996.

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external course assessment will consist of two parts.

Examination paper

Questions will sample from component units of the course. Candidates will be required to answer questions based on the mandatory unit Philosophy of Religion and their optional unit. For each unit they will attempt one question from a choice of three. This means that candidates must attempt two questions in this paper which will be two hours in duration. It will attract 60 out of a total of 100 marks.

Dissertation

The dissertation will be based on the investigation undertaken in the Personal Research unit. It will be assessed in terms of the critical appraisal of its aims and methodology; the breadth and variety of its sources and references; the quality of its analysis and evaluation of the evidence; and the coherence and clarity of its structure and conclusions. It is recommended that the dissertation should be between 3000 and 5000 words in length. Where candidates normally use an alternative form of communication, arrangements should be made to enable these candidates to undertake this assessment on an equitable basis. It will attract 40 out of a total of 100 marks.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies
(Advanced Higher)

GRADE DESCRIPTIONS

The following grade descriptions are to inform staff and candidates about the standards which apply at Grade 'A' and Grade 'C'.

	'C'	'A'
Knowledge and Understanding	Demonstrate knowledge and understanding of complex concepts and issues. Make selective reference to context sources and their contexts.	Demonstrate in considerable detail comprehensive knowledge and understanding of complex concepts and issues. Make selective and extensive reference to sources and their contexts.
Analysis	Present a detailed and balanced analysis of complex concepts and issues.	Present a detailed and balanced analysis of complex concepts and issues.
Evaluation	Make considered judgements on: <ul style="list-style-type: none">• interpretations of texts• the relative merits of viewpoints Present a summary of the evidence with coherent arguments.	Make detailed and balanced judgements on: <ul style="list-style-type: none">• interpretations of texts• the relative merits of viewpoints Present a balanced summary of the evidence with coherent arguments.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies
(Advanced Higher)

APPROACHES TO LEARNING AND TEACHING

Learning and teaching approaches should be carefully selected to support the development of knowledge and skills, to motivate and to promote critical thinking. Good quality teacher/lecturer exposition should be complemented by opportunities for candidates to investigate, identify and assimilate source material. Structured discussion and debate should be used to develop candidates' critical thinking skills and to formulate supportive arguments. There should also be opportunities to present and justify considered argument. A continual review of candidates' work will be important in developing their skills. For example they might be given feedback on how well they evaluated the relative importance of different sources or how balanced was their analysis of an issue.

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 to and to treat with respect the views of others.

Individual skills should be the particular focus of learning and planned so that formative assessment and necessary intervention can take place. As candidates progress through the course, individual skills may be rehearsed and consolidated in the production of oral or written evidence. For example, candidates will be required to demonstrate knowledge, understanding and skills in a range of contexts such as interpreting primary sources in depth, and constructing arguments and counter-arguments based on complex issues.

Some staff may see advantages in using frequent assessments that will be helpful in highlighting the various specific skills; others may prefer to use more extended oral and/or written responses which will encourage the integration and extension of those skills. Depending upon the ability and prior experience of the class, a judicious blending of these approaches is recommended. Detailed comments about both the content and structure of their responses will help and encourage candidates to make progress. Candidates should know how to organise a good oral/written response as well as presenting detailed content.

Part of the further 40 hours should be set aside specifically for the extension and integration of skills through class discussion and oral or written responses. For example, it will be important for candidates to produce essays and/or oral presentations of extended length which make it necessary to link and extend these skills. These tasks could perform the dual function of providing evidence for both unit outcomes and course estimates. More specific advice is given in the unit specifications.

A summary of the use of the additional 40 hours would comprise:

- providing additional support and follow up assessment to ensure that all the outcomes of the component units have been achieved
- engaging in discussion and practice in the extended use of the skills in different units or contexts
- incorporating oral/written extended responses to further develop the integration and extension of skills and to provide estimate grades
- allocating time for the dissertation: moving from the investigative phase with its detailed proposal to the implementation stage and completion of the dissertation itself

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies
(Advanced Higher)

SPECIAL NEEDS

This course 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).

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 course
- 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

UNIT	Philosophy of Religion (Advanced Higher)
NUMBER	D417 13
COURSE	Religious, Moral and Philosophical Studies (Advanced Higher)

SUMMARY

The unit seeks to develop understanding and analysis of some complex arguments in the philosophy of religion and to make considered judgements about their significance for religious belief in the contemporary world.

OUTCOMES

- 1 Demonstrate a detailed understanding of a traditional argument for the existence of God.
- 2 Analyse in detail the arguments for the existence of God and the counter arguments.
- 3 Evaluate the arguments for the existence of God and the counter arguments.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious, Moral and Philosophical Studies at Higher level
- in a social subject at an equivalent level

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National Unit Specification: general information (cont)

UNIT Philosophy of Religion (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Philosophy of Religion (Advanced Higher)

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 detailed understanding of a traditional argument for the existence of God.

Performance criteria

- (a) Provide a detailed explanation of a traditional argument for the existence of God.
- (b) Refer to relevant sources to support this explanation.

OUTCOME 2

Analyse in detail the arguments for the existence of God and the counter arguments.

Performance criteria

- (a) Distinguish between traditional and contemporary forms of an argument and the counter arguments.
- (b) Apply a range of sources.

OUTCOME 3

Evaluate the arguments for the existence of God and the counter arguments.

Performance criteria

- (a) Assess the relevance or validity of the arguments.
- (b) Present a coherent and balanced conclusion.

Evidence requirements

For Outcomes 1, 2 and 3, an essay response of approximately 800 words for **two** out of the three areas of study.

National Unit Specification: support notes

UNIT **Philosophy of Religion (Advanced Higher)**

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

While the 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

The universe can be thought of and experienced in both religious and non-religious ways. In other words it is open both to religious and non-religious interpretations. The focus of this unit is to explore the present state of this debate by engaging in a study of three main arguments.

1 **The Cosmological Argument**

- The ‘First Cause’ argument of eg Thomas Aquinas and counter argument(s) advanced by eg David Hume
- Contemporary versions of the argument eg Richard Swinburne

2 **The Teleological Design Argument**

- The ‘Design’ argument of eg William Paley and counter argument(s) advanced by eg David Hume
- Contemporary versions of the argument eg Hugh Montefiore; Richard Dawkins

3 **The Moral Argument**

- The ‘Moral’ argument eg Immanuel Kant and counter arguments concerning alternative explanations eg cultural relativity, emotivism, human evolution
- Contemporary versions of the argument eg H P Owen

Candidates will be expected to cover all three arguments. They will be expected to explain, analyse and evaluate the arguments together with the respective counter-arguments.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the first outcome, candidates must be able to explain accurately and in detail a traditional argument for the existence/reality of God along with reference to appropriate sources. It is not always necessary to include a direct quotation but sources should be accurately and broadly cited, and clearly related to the explanation of the argument.

In the second outcome, candidates must be able to analyse arguments and counter arguments for the existence/reality of God. In particular they need to explain modern forms of these arguments. In the Cosmological and Teleological Arguments, significant developments have been made in relation to modern scientific evidence about the creation and evolution of the universe. In the Moral Argument, anthropological and psychological research has suggested a more secular basis for the origins of morality. These broad areas should be investigated and the pros and cons should be carefully explored.

National Unit Specification: support notes (cont)

UNIT **Philosophy of Religion (Advanced Higher)**

To achieve the final outcome, candidates must be able to evaluate arguments for and counter-argument against the existence of God. Some attention might be given for example to their logical and rational status. For example, how successful are the arguments in convincing us of the certainty of their claims as opposed to mere probability?

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment should be used to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need both for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass all the learning outcomes. This allows for a more integrated approach to skills, while a more extended reference to information and viewpoints is demonstrated.

The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision without collaboration and the assistance of notes or teacher/lecturer advice. The evidence should take the form of essay responses of approximately 800 words and should be based on questions which focus on **two** out of the three areas of study.

The marking scheme should reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

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

UNIT	Personal Research (Advanced Higher)
NUMBER	D418 13
COURSE	Religious, Moral and Philosophical Studies (Advanced Higher)

SUMMARY

The unit allows candidates to carry out a piece of individual research in which they will demonstrate a high degree of ability to plan, organise, research and prepare a detailed outline proposal for a dissertation.

OUTCOMES

- 1 Investigate and organise a wide range of information relevant to an issue in Religious, Moral and Philosophical Studies.
- 2 Present a detailed proposal for a dissertation on an issue related to Religious, Moral and Philosophical Studies.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious, Moral and Philosophical Studies at Higher level
- in a social subject at an equivalent level

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National Unit Specification: general information (cont)

UNIT Personal Research (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT **Personal Research (Advanced Higher)**

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

Investigate and organise a wide range of information relevant to an issue in Religious, Moral and Philosophical Studies.

Performance criteria

- (a) The issue is identified and its relevance to RMPS is explained.
- (b) A set of aims appropriate to the issue is presented.
- (c) A range of primary and secondary sources are identified and relevant information is selected.

OUTCOME 2

Present a detailed proposal for a dissertation on an issue related to Religious, Moral and Philosophical Studies.

Performance criteria

The proposal for a dissertation satisfies the following criteria:

- (a) It has a clear structure with an introduction, development, and conclusion relevant to the issue.
- (b) It presents in summary form the main features which would underpin the analysis and evaluation of the issue in the extended format of a dissertation.
- (c) It has a wide and varied range of source material which both informs and supports the main features of the issue being investigated.
- (d) The investigative process itself has been evaluated showing awareness of achievement as well as areas for improvement in the investigative task.

Evidence requirements

Evidence in the form of a report of essay length. The candidate's evidence will be assessed by interview using a checklist based on the criteria. The evidence must satisfy both outcomes. Within each outcome, the evidence must demonstrate or imply satisfaction of all the performance criteria.

National Unit Specification: support notes

UNIT Personal Research (Advanced Higher)

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

While the 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, candidates will carry out an independent piece of research on an issue chosen from within or outwith the content of the Advanced Higher course. They will develop to a high degree, the investigative skills of planning, research, analysis, evaluation and presentation.

This unit requires candidates to submit a proposal for a dissertation based on an investigation into an issue. For candidates taking the unit as part of an Advanced Higher course, this investigation will be used as the basis for the production of a dissertation which forms part of the course assessment. However, successful completion of the unit assessment would require the candidates to submit the detailed proposal for the dissertation rather than the dissertation itself. An essential aspect of this unit relates to the processes involved in planning, organising, reviewing and evaluating an investigative task which might lead to a dissertation.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In the first outcome candidates must identify an issue and explain why it is relevant to Religious, Moral and Philosophical Studies. They also need to identify a range of sources and select relevant information.

In Outcome 2, the candidates are required to prepare a report which contains a proposal for a dissertation. The investigative phase will have been completed and they should be far advanced into the preparation for submitting a detailed proposal. The information might be in summary form, but there must be sufficient detail to satisfy a checklist of requirements. The criteria might be as follows:

- the aims and objectives of the proposed investigation are specified
- a wide range and variety of sources has been identified
- the information gathered is organised under a series of subheadings showing the progression of the argument
- the information shows evidence of reference to complex sources and an awareness of the varying status of these sources
- the information is assembled so that the main features of the issue are carefully analysed in a systematic and balanced way
- the proposal has a clear structure with an introduction, development, and conclusion relevant to the issue
- the investigative process itself is evaluated with reference to the satisfactory attainment of its original aims and objectives: recognition of achievement as well as any need for improvement has been noted

National Unit Specification: support notes (cont)

UNIT Personal Research (Advanced Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Wherever possible, teaching staff should use assessment judiciously and efficiently to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need both for some targeted assessment of specific knowledge and skills and for assessment instruments which focus on more than one learning outcome. This allows for a more integrated approach to skills, while a more extended reference to information and viewpoints is demonstrated.

The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision without collaboration and the assistance of notes or teacher/lecturer advice. The evidence should be based on assessments relating to each of the outcomes with equal weighting being given to each outcome.

The marking scheme would reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

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

UNIT	Religious Experience (Advanced Higher)
NUMBER	D419 13
COURSE	Religious, Moral and Philosophical Studies (Advanced Higher)

SUMMARY

The unit seeks to develop understanding and analysis of religious experience and to make considered judgements about its relevance and validity in today's world.

OUTCOMES

- 1 Demonstrate a detailed understanding of religious experience.
- 2 Analyse in detail issues relating to religious experience.
- 3 Evaluate issues relating to religious experience.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious, Moral and Philosophical Studies at Higher level
- in a social subject at an equivalent level

CREDIT VALUE

1 credit at Advanced Higher.

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National Unit Specification: general information (cont)

UNIT Religious Experience (Advanced Higher)

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Religious Experience (Advanced Higher)

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 detailed understanding of religious experience.

Performance criteria

- (a) Provide a detailed explanation of aspects of religious experience.
- (b) Refer to sources to support this explanation.

OUTCOME 2

Analyse in detail issues relating to religious experience.

Performance criteria

- (a) Explain different viewpoints on the issues.
- (b) Apply a range of sources.

OUTCOME 3

Evaluate issues relating to religious experience.

Performance criteria

- (a) Assess the relevance or validity of the evidence and/or viewpoints.
- (b) Present a coherent and balanced conclusion.

Evidence requirements

For Outcomes 1, 2 and 3, an essay response of approximately 800 words for **two** out of the three areas of study.

National Unit Specification: support notes

UNIT Religious Experience (Advanced Higher)

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

While the 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 optional unit candidates will explore the issues within three areas of study:

- 1 Nature of Religious Experience
 - Main features of religious experience eg William James, Rudolph Otto
 - Religious experience today eg Sir Alister Hardy Research Centre, Richard Swinburne
- 2 Religious Experience from a Faith Perspective
 - Mystical experience eg St Theresa of Avila, Jacob Boehme, Simone Weil
 - Personal conversion eg St Paul, St Ignatius of Loyola, C S Lewis
- 3 Secular Perspectives on Religious Experience
 - Psychological eg Feuerbach, Freud
 - Sociological eg Emile Durkheim, Bryan Wilson

Religious experience is widespread in human culture and has been, and still is, experienced at different levels of intensity and in a variety of different ways. Many people who have undergone such experiences have regarded them as life changing and these have been very significant in the development and growth of all religions. Such experiences are mainly individual but can also be communal; they can be experienced as a gradual awakening or as a sudden conversion. Often, those who claim to have had them have subsequently interpreted their life as being lived in the presence of God/the Divine/the Real.

While surveys show religious experience to be a widespread phenomenon, alternative ‘non-religious’ explanations have been posed for these experiences based on psychological and sociological factors. These secular perspectives will also be considered.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In Outcome 1, candidates must be able to provide a detailed explanation of the aspects of religious experience covered in each of the areas of study and support their explanations by referring to appropriate sources. It is not always necessary to include a direct quotation but sources should be accurately and broadly cited, and clearly related to the explanation of the argument.

In Outcome 2, candidates are encouraged to broaden their understanding of the nature of religious experience by analysing some of the issues arising from their study. They should explain different viewpoints on the issues and illustrate them by reference to sources.

National Unit Specification: support notes (cont)

UNIT Religious Experience (Advanced Higher)

In the final outcome, candidates are asked to evaluate issues by assessing the relevance or validity of the evidence or viewpoints employed. In the case of specific religious experiences this might be in relation to a particular religious tradition.

The evaluation will also take account of alternative explanations for religious experiences, and these should focus around the extent to which they can act as verification of the truths of the selected tradition's beliefs and values. From this more secular perspective, these phenomena will be evaluated in ways which relate more to the natural than to the supernatural. Psychological and sociological insights will lend breadth and balance to this discussion.

Candidates should seek to present a coherent and balanced conclusion from this evaluation.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment should provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need both for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass all the learning outcomes. This allows for a more integrated approach to skills, while a more extended reference to information and viewpoints is demonstrated.

The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision without collaboration and the assistance of notes or teacher/lecturer advice. The evidence should take the form of essay responses of approximately 800 words and should be based on questions which focus on **two** out of the three areas of study.

The marking scheme would reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

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

UNIT	Bioethics (Advanced Higher)
NUMBER	D420 13
COURSE	Religious, Moral and Philosophical Studies (Advanced Higher)

SUMMARY

The unit seeks to develop understanding, analysis and evaluation of issues within Bioethics.

OUTCOMES

- 1 Demonstrate a detailed understanding of the religious and ethical issues within bioethics.
- 2 Analyse in detail the religious and ethical issues within bioethics.
- 3 Evaluate the issues within bioethics.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious, Moral and Philosophical Studies at Higher level
- in a social subjects course at an equivalent level

CREDIT VALUE

1 credit at Advanced Higher.

Administrative Information

Superclass:	DD
Publication date:	April 2000
Source:	Scottish Qualifications Authority
Version:	02

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National Unit Specification: general information (cont)

UNIT Bioethics (Advanced Higher)

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Bioethics (Advanced Higher)

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 detailed understanding of the religious and ethical issues within bioethics.

Performance criteria

- (a) Describe the medical developments relating to each area of study.
- (b) Provide a detailed explanation of the issues involved.

OUTCOME 2

Analyse in detail the religious and ethical issues within bioethics.

Performance criteria

- (a) Explain different viewpoints on the issues.
- (b) Apply a range of sources.

OUTCOME 3

Evaluate the issues within bioethics.

Performance criteria

- (a) Assess the relevance or validity of the different viewpoints and/or evidence.
- (b) Present a coherent and balanced conclusion.

Evidence requirements

For Outcomes 1, 2 and 3, an essay response of approximately 800 words for **two** out of the three areas of study.

National Unit Specification: support notes

UNIT Bioethics (Advanced Higher)

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

While the 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

- 1 The Beginning of Life
 - treatment of embryos
 - genetic engineering
- 2 The Prolongation of Life
 - transplant operations
 - intervention in treatment
- 3 The Ending of Life
 - life-support machines
 - euthanasia

Responses to all the issues will involve study of reports, publications and developments in the churches and other organisations (eg British Medical Association, Human Fertilisation and Embryology Authority, SPUC). It could also involve reference to the writings of individual philosophers and ethicists (eg Peter Singer, Pope John Paul II).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Within each specified area there are a number of medical developments and related religious and ethical issues. To fulfil the first part of outcome 1, candidates are required to identify and describe the medical developments which have impacted on the issues specified in each area of study. Candidates are not required to have detailed technical knowledge of scientific advances in the field of medicine but they should be aware of the most important medical developments and how they relate to the particular issues being studied.

In Outcome 2, candidates are encouraged to broaden their understanding of bioethics by analysing some of the issues involved. They should explain different viewpoints on the issues and illustrate them by reference to sources.

In the final outcome, candidates are asked to evaluate issues by assessing the relevance or validity of the evidence or viewpoints employed. A variety of viewpoints, including those from within Christian traditions should be explored in some depth. Candidates are expected to build on the knowledge and understanding gained in relation to Outcomes 1 and 2 in order to broaden and deepen their perception of the issues.

Candidates should seek to present a coherent and balanced conclusion from this evaluation.

National Unit Specification: support notes (cont)

UNIT Bioethics (Advanced Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Assessment should be used to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need both for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass all the learning outcomes. This allows for a more integrated approach to skills, while a more extended reference to information and viewpoints is demonstrated.

The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision without collaboration and the assistance of notes or teacher/lecturer advice. The evidence should take the form of essay responses of approximately 800 words and should be based on questions which focus on **two** out of the three areas of study.

The marking scheme would reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

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).