

# Comparison document

(Version 3.0 April 2016 compared to previous version)

## Religious Experience (Advanced Higher) Unit

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** H7XL 77

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

## Unit outline

The general aim of this Unit is to develop skills to explain and critically evaluate complex issues involving religious experience. Learners will develop in-depth knowledge and understanding of different perspectives on religious experience.

Learners who complete this Unit will be able to:

- | 1 Critically evaluate ~~complex~~-issues involving religious experience

This Unit is an optional Unit of the Advanced Higher Religious, Moral and Philosophical Studies Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the Course and Unit Support Notes, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Religious, Moral and Philosophical Studies (Advanced Higher) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Religious, Moral and Philosophical Studies (Advanced Higher) Course.

## **Recommended entry**

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

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

## **Equality and inclusion**

This Unit 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 and Unit Support Notes*.

# **Standards**

## **Outcomes and Assessment Standards**

### **Outcome 1**

The learner will:

- 1 Critically evaluate ~~complex~~ issues involving religious experience by:**
  - 1.1 ~~Analysing religious, psychological and sociological perspectives on a complex issue involving religious experience, in-depth~~Providing an in-depth account of one interpretation of religious experience**
  - 1.2 ~~Evaluating religious, psychological and sociological perspectives on a complex issue involving religious experience, in-depth~~Analysing the impact of religious experience on society or an individual**
  - 1.3 ~~Analysing the potential ways in which religious experiences contribute to the development of a religious faith~~Evaluating one religious and one non-religious interpretation of religious experience**
  - 1.4 ~~Synthesising information to produce a well-reasoned conclusion about the issue, in depth and taking account of a range of perspectives, explaining supporting evidence and responding to relevant counter arguments~~Developing a well-reasoned conclusion on the significance of religious experience**

### **Evidence Requirements for the Unit**

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, essays, written responses to questions and participation in group tasks. The evidence does not need to come from a single activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

Evidence may be presented for individual Assessment Standards or gathered for the Unit as a whole.

Advice and guidance on possible approaches to assessment is provided in the *Course/Unit Support Notes*. Exemplification of assessment is provided in *Unit Assessment Support*.

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

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit 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 Unit where there are appropriate opportunities.

- 1 Literacy
  - 1.1 Reading
  - 1.2 Writing
- 4 Employability, enterprise and citizenship
  - 4.6 Citizenship
- 5 Thinking skills
  - 5.3 Applying
  - 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Course and Unit Support Notes*.

# Administrative information

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| **Published:** April 2015-2016 (version 23.0)

| **Superclass:** DD

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## History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Assessment Standards revised.	Qualifications Development Manager	April 2015
<u>3.0</u>	<u>Assessment Standards amended to provide clarification and reduce duplication in assessment.</u>	<u>Qualifications Manager</u>	<u>April 2016</u>

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.