

Comparison document

(Version 2.0 April 2016 compared to previous version)

World Religion (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H263 76

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 in-depth ~~factual and abstract~~ knowledge and understanding of the impact and significance of religion today through studying some key beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers. Learners will develop skills to explain and comment on the meaning and context of sources, beliefs and practices related to the religion selected for study.

Learners who complete this Unit will be able to:

- ~~1~~ 1 Demonstrate knowledge and understanding of religion today
- ~~2~~ 2 Assess the impact and significance of religion today ~~Apply knowledge and understanding of the impact and significance of religion today~~

This Unit is a mandatory Unit of the 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 *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 Higher Religious, Moral and Philosophical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Religious, Moral and Philosophical Studies 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:

- ◆ National 5 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 *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

1 Demonstrate knowledge and understanding of religion today by Apply knowledge and understanding of the impact and significance of religion today, by:

1.1 Explaining a range of facts about one key belief in depth with reference to at least one source

~~1.1.2 Explaining the meaning of a source related to a world religion today, in depth and with reference to relevant abstract ideas~~

Explaining a range of facts about one key practice in depth with reference to at least one source

~~1.2 Interpreting possible implications of the source's meaning for the lives of followers, in depth and with reference to relevant abstract ideas~~

~~1.3 Explaining one key belief and one key practice related to the source, in depth and with reference to relevant abstract ideas~~

~~1.4 Explaining how the source informs the belief and practice, in depth and with reference to relevant abstract ideas~~

~~1.5 Providing an in-depth comment on the significance of a religious belief, practice and source to people's lives today, with reference to different possible implications of the source~~

2 Assess the impact and significance of religion today, by:

2.1 Explaining the relationship between one key belief and one key practice and other aspects of the religion studied in depth

2.2 Presenting a relevant, well-reasoned and detailed personal viewpoint on the impact of religious belief and practice on people's lives today in depth

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 format including, for example, presentations, posters, brief written responses to questions, or participation in group tasks. All of the evidence does not need to come from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course.

Evidence may be presented for individual Outcomes or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Beliefs, practices and sources studied must relate to one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

Sources may be extracts from sacred or official texts, accurate re-tellings of sacred texts, or non-textual sources which clearly describe aspects of the religion concerned.

Study of a single source may generate evidence for all the Assessment Standards, within a study of closely related aspects of a religion.

The Outcomes and Assessment Standards require learners to answer in the context of one religion, and one belief, practice and source related to that religion. However, it is the expectation that good quality teaching will normally cover a wider range than the minimum required to pass the Unit assessment.

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

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

3 Health and wellbeing

3.1 Personal learning

4 Employability

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 of 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 *Unit Support Notes*.

Administrative information

Published: April ~~2014~~2016 (version ~~1.1~~2.0)

Superclass: DD

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Minor alteration to wording within Assessment Standards: 'Explaining' relevant abstract ideas is re-worded to 'with reference to' relevant abstract ideas.	Qualifications Development Manager	April 2014
<u>2.0</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 to ensure they are using the most up-to-date version of the *Unit Specification*.