

Comparison document

(Version 2.0 April 2016 compared to previous version)

Religious and Philosophical Questions (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H265 74

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 describe religious and philosophical questions and responses. Learners will develop ~~straightforward-basic~~ knowledge and understanding of religious and philosophical questions and responses.

Learners who complete this Unit will be able to:

- ~~1 Demonstrate an awareness of religious and philosophical issues~~
- ~~2 Evaluate responses to a religious and philosophical question~~

~~1 Apply knowledge and understanding of religious and philosophical questions~~

~~2 Describe a religious and philosophical question and responses~~

This Unit is a mandatory Unit of the National 4 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 the *Unit Assessment Support*.

The *Added Value Unit Specification* for the National 4 Religious, Moral and Philosophical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 4 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 3 Religious, Moral and Philosophical Studies Course or relevant component Units

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

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

1 Demonstrate an awareness of religious and philosophical issues by:

1.1 Describing one key issue raised by a religious and philosophical question in basic terms

1.2 Describing a religious and a non-religious response to a religious and philosophical question in basic terms

2 Evaluate responses to a religious and philosophical question, by:

2.1 Making some basic comparisons or contrasts of responses to a religious and philosophical question

2.2 Presenting a clear, basic personal viewpoint on responses to a religious and philosophical question

Outcome 1

The learner will:

~~1— Apply knowledge and understanding of religious and philosophical questions, by:~~

~~1.1— Describing a religious and philosophical question, in straightforward terms~~

~~1.2— Describing the significance of the question to people's lives, in straightforward terms~~

Outcome 2

The learner will:

~~2— Describe a religious and philosophical question and responses, by:~~

~~2.1— Describing a religious response and a non-religious response to the question, in straightforward terms~~

~~2.2— Identifying and describing a similarity or difference between the two responses, in straightforward terms~~

~~2.3— Presenting a conclusion on the question and responses, with a straightforward justification~~

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, 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.

Religious responses studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

All Assessment Standards in this Unit may be assessed through studying a single question and responses.

Religious responses must come from one of the world's six major religions (Christianity, Buddhism, Hinduism, Islam, Judaism or Sikhism).

Exemplification of assessment is provided in the *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 Understanding

5.3 Applying

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 ~~2012~~2016 (version ~~1~~2.0)

Superclass: DD

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
<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.

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