

Comparison document

(Version 2.0 April 2016 compared to previous version)

World Religion (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: H263 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 straightforward 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 understand and comment on the meaning and context of sources related to the religion selected for study.

Learners who complete this Unit will be able to:

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

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. This 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~~ Assessment standards Standards

Outcome 1

The learner will:

1 Demonstrate knowledge and understanding of religion today by:

1.1 Describing some facts about one key belief with reference to one source in basic terms

1.2 Describing some facts about one key practice with reference to one source in basic terms

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

2.1 Explaining the relationship between one key belief and one key practice in the religion studied in basic terms

2.2 Presenting a relevant, basic and supported personal viewpoint on the impact of religious belief and practice on people's lives today.

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

~~1.1~~ Describing some facts about one key belief in basic terms the meaning of a source related to a world religion today, in straightforward terms

~~—~~ Describing some facts about one key practice in basic terms

~~one key belief and one key practice related to the source, in straightforward terms~~

~~1.2~~ Describing how the source informs the belief and practice, in straightforward terms

~~Providing a straightforward comment on the significance of a religious~~

Outcome 2

~~The learner will:~~

~~1.3~~ belief, practice and source to people's lives today

~~—~~ Assess the impact and significance of religion today, by:

~~—~~ Explaining a link between one key belief and one key practice in the religion studied

~~1.4~~ Presenting a clear, supported personal viewpoint on the impact of a religious belief and practice on people's lives today

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.

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 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

3 Health and wellbeing

3.1 Personal learning

4 Employability

4.6 Citizenship

5 Thinking skills

5.2 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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