

Advanced Higher Religious, Moral and Philosophical Studies Course/Unit Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the Advanced Higher Religious, Moral and Philosophical Studies Course. They are intended for teachers and lecturers who are delivering the Course and its Units.

These support notes cover both the Advanced Higher Course and the Units in it.

The Advanced Higher *Course/Unit Support Notes* should be read in conjunction with the relevant:

Mandatory information:

- ◆ *Course Specification*
- ◆ *Course Assessment Specification*
- ◆ *Unit Specifications*

Assessment support:

- ◆ specimen and exemplar question papers and marking instructions
- ◆ exemplar question paper guidance
- ◆ guidance on the use of past paper questions
- ◆ coursework information:
 - general assessment information
 - coursework assessment task*
- ◆ Unit assessment support*

*These documents are for assessors and are confidential. Assessors may access these through the SQA Co-ordinator in their centres.

Related information

Advanced Higher course comparison

Further information on the Course/Units for Advanced Higher Religious, Moral and Philosophical Studies

This information begins on page 10 and both teachers and learners may find it helpful.

General guidance on the Course/ Units

Aims

The aim of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views.

The Course will require learners to study complex religious and philosophical issues, and either contemporary medical ethics or religious experience in the world today.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they can use in everyday life.

Progression

This Course or its Units may provide progression to:

- ◆ degree courses in theology, religious studies, philosophy, social sciences and social subjects or related areas
- ◆ a diverse range of careers, including medicine and law

For many learners a key transition point will be to further or higher education, eg to Higher National Certificates (HNCs)/Higher National Diplomas (HNDs) or degree programmes. Examples of further and higher education programmes that learners might progress to are religious studies, theology, philosophy or social sciences and medicine.

Advanced Higher Courses provide good preparation for learners progressing to further and higher education because learners doing Advanced Higher Courses must be able to work with a degree of independence. Advanced Higher Courses may also allow 'advanced standing' or partial credit towards the first year of study of a degree programme.

This Advanced Higher is part of the Scottish Baccalaureate in Social Sciences. The Scottish Baccalaureates in Expressive Arts, Languages, Science and Social Sciences consist of coherent groups of subjects at Higher and Advanced Higher level. Each award consists of two Advanced Highers, one Higher and an Interdisciplinary project.

Skills, knowledge and understanding covered in this Course

Teachers and lecturers should refer to the *Course Assessment Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

The development of subject-specific and generic skills is central to the Course. Learners should be made aware of the skills they are developing and of the transferability of them. It is the transferability that will help learners with further study and enhance their personal effectiveness.

The skills, knowledge and understanding that will be developed in the Advanced Higher Religious, Moral and Philosophical Studies Course are:

Skills

- ◆ analysing and evaluating arguments and evidence
- ◆ structuring and sustaining a line of argument
- ◆ planning and carrying out independent research into a complex religious, moral or philosophical issue
- ◆ organising and presenting findings

Knowledge and understanding

- ◆ an in-depth knowledge and understanding of complex issues arising from the philosophy of religion
- ◆ an in-depth knowledge and understanding of complex issues involving medical ethics
- ◆ an in-depth knowledge and understanding of complex issues involving religious experience

Approaches to learning and teaching

At Advanced Higher level, learners will begin to develop the ability to work independently. Teachers and lecturers should encourage learners to use an enquiring, critical and problem-solving approach to their learning. Learners should also be given the opportunity to practise and develop research skills and evaluation and analytical skills. Some of the approaches to learning and teaching suggested for other levels (in particular Higher) may also apply at Advanced Higher level.

Detailed advice and exemplification of approaches to generating evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for Higher Religious, Moral and Philosophical Studies:

- ◆ Philosophy of Religion
- ◆ Medical Ethics
- ◆ Religious Experience
- ◆ Researching

The Advanced Higher Religious, Moral and Philosophical Studies Course should be seen as a coherent study of religion, morality and philosophy within the world today. There will be opportunities throughout the Course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units, depending on the particular topics and issues studied.

Sequence of delivery

There is no recommended teaching order for the Units in this Course. Different combinations or orderings of Unit delivery will be appropriate in different contexts. This is for centres to manage. Much will depend on the timetable and staffing demands of centres. Common practice includes:

- ◆ Units taught sequentially
- ◆ Philosophy of Religion taught first, optional Unit taught last
- ◆ two Units taught on alternate days with the final Unit completed during January-March
- ◆ all Units taught at the same time to facilitate a realistic prelim

Assessment and gathering evidence

There are likely to be opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units.

A few points to bear in mind:

- ◆ Assessments Standards apply to evidence that has been generated across a whole Unit, not just one topic within a Unit, which means that different issues covered in a Unit can form evidence of attainment

- ◆ Assessment evidence can be generated through classroom activities, homework, class tests or prelims
- ◆ Common practice is to retain a copy of such evidence or to have a special folder/jotter where learners write up or store their evidence

Understanding the Assessment Standards and making assessment judgements

The following information aims to provide advice and guidance to centres when developing activities which may generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. The explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based upon the Scottish Credit and Qualifications Framework (SCQF).

The following terms are used within the *Unit Specifications* for this Course:

- ◆ ‘Explaining, in depth’ will involve learners providing evidence that they fully appreciate an idea, issue, religious practice or belief, and are able to present a detailed and accurate description of its features. They will also be able to demonstrate that they understand the connections between an idea, belief, issue or source.
- ◆ ‘Presenting reasoned and well-structured conclusions’ will involve learners in being able to go beyond simply stating a conclusion. They will be required to provide a coherent line of argument involving, eg a clear position, description of supporting evidence and responses to potential challenges.
- ◆ ‘Conclusions’ will involve learners in providing a conclusion on a relevant issue that brings together accurate factual information with an explanation. The conclusion must clearly explain a point of view on the topic/theme, etc. Conclusions may be written as formal conclusions at the end of a piece of writing or may be included throughout the piece of writing.

Analysing

Analysis is a pivotal skill in the Advanced Higher. The focus in analysis is on breaking down factual information. Analysis can follow knowledge and understanding and very often excellent knowledge and understanding is, in fact, analysis. Similarly, analysis often precedes evaluation. Analysis includes the following:

- ◆ making connections
- ◆ explaining the background
- ◆ predicting consequences
- ◆ identifying implications
- ◆ interpreting sources and viewpoints

Evaluating

Evaluation is probably the most challenging skill at Advanced Higher. Over the years, evaluation has been misunderstood as simply listing two sides of an argument. The skill demands much more than this and expects candidates to discuss the quality of any positions taken.

This involves:

- ◆ making a supported judgement on an issue
- ◆ making a supported measurement of the effects, impact or significance of an issue
- ◆ presenting a case for or against a position
- ◆ commenting on the quality of positions taken on issues

On making assessment judgements between levels, the following guidance aims to provide high-level advice on the characteristics of typical learner responses at different levels. Further advice and guidance will be provided in the specimen question paper and marking instructions (National 5, Higher and Advanced Higher), specimen coursework and marking instructions (National 5, Higher and Advanced Higher), Added Value Unit assessment support (National 4 only) and Unit assessment support (all levels).

Level	Possible learner responses	Possible question types
Higher/Advanced Higher	Extended response Evaluation and analysis required Clear and structured expression of complex ideas Able to consider different perspectives on an issue Able to make judgements	Discuss To what extent ... How valid ... Compare ... Analyse ... Evaluate ... In what ways ...
National 5	Detailed response Description and explanation required Clarity in expression of ideas Use of appropriate exemplification	Describe, in detail ... Explain, in detail ... Why... Give reasons ...
National 4	Limited response Brief descriptions and brief explanations Limited use of evidence Use of obvious exemplification	Describe ... Give reasons ...
National 3	Short response/outline Short descriptions Able to give an obvious reason	Outline ... Give a reason ...

Developing skills for learning, skills for life and skills for work

The following skills for learning, skills for life and skills for work should be developed in this Course.

Teachers and lecturers should ensure that learners have opportunities to develop these skills as an integral part of their learning experience.

It is important that learners are aware of the skills for learning, skills for life and skills for work that they are developing in the Course and the activities they are involved in that provide realistic opportunities to practise and/or improve them.

Reading

Throughout the Course and while undertaking the project, learners will have the opportunity to develop reading skills. They may read a variety of texts, including religious texts, academic journals, newspaper reports, online articles, etc. They will also learn to express reasoned views about the viewpoints they study, developing the ability to read critically and evaluate the ideas contained in written sources.

Writing

The Course can provide considerable opportunities to develop writing skills within the Units. Learners should be encouraged to undertake extended writing where appropriate. For example, the requirements to draw detailed, reasoned and well-structured conclusions and present findings about factual and theoretical elements of religious, moral and philosophical topics or issues provides an ideal opportunity for learners to develop the skill of extended writing.

Citizenship

Issues of citizenship permeate the Course. At Advanced Higher level, learners will gain an appreciation of religious and philosophical beliefs and the impact these have on people's lives. Studying beliefs, values and viewpoints which may challenge their own will help learners develop an appreciation of the religious, cultural and social diversity of society.

Preparation for Course assessment

In this Course, added value is assessed in the Course assessment. The Course assessment has two components; a question paper and a dissertation.

Information given in the *Course Specification* and the *Course Assessment Specification* about the assessment of added value is mandatory.

The learner will draw upon, extend and apply the skills, knowledge and understanding they have learned during the Course. Over the Course assessment there will be parity between the assessment of skills and knowledge and understanding.

In this Course, added value is assessed in the Course assessment. The Course assessment has two components:

Question paper

Sections:

- ◆ Section 1: Philosophy of Religion
- ◆ Section 2
 - Part A Religious Experience
 - Part B Medical Ethics

All candidates should complete Section 1 and either Part A or Part B from Section 2.

Section 1: Philosophy of Religion will have 30 marks.

This Section will be made up of two extended-response questions from which candidates will choose to answer one.

Candidates should then complete either Part A or Part B of Section 2.

Section 2 Part A: Religious Experience will have 30 marks.

This Part will be made up of two extended-response questions from which candidates will choose to answer one.

Section 2 Part B: Medical Ethics will have 30 marks.

This Part will be made up of two extended-response questions from which candidates will choose to answer one.

Dissertation

The project-dissertation will give candidates an opportunity to undertake independent research in order to demonstrate the following skills:

- ◆ demonstrating the use of a wide range of sources in the presentation of the dissertation
- ◆ demonstrating in-depth factual knowledge of an issue
- ◆ drawing information together coherently
- ◆ analysing arguments and evidence with reference to sources

- ◆ evaluating arguments and evidence with reference to sources
- ◆ presenting supported and coherent conclusions on the issue

Learners completing the assignment may be supported in the following manner:

- ◆ consultation on topic
- ◆ consultation on issues related to the topic
- ◆ consultation on the validity of the topic
- ◆ consultation on appropriate sources
- ◆ support when difficulties are encountered

It should be remembered that at Advanced Higher level a significant amount of independent research and learning should be taking place. Teachers and lecturers should exercise caution in the level of support given to candidates.

Performance in the assignment has been shown to be good where candidates:

- ◆ answer open-ended questions
- ◆ choose familiar issues within the Course
- ◆ have a clear structure in their assignment
- ◆ use more than two sources
- ◆ avoid obscure issues or topics

Course assessment

Information about Course assessment is found within the *Course Assessment Specification*, the *Specimen Question Paper* and the *Coursework information (Task and General)*.

The purpose of Course assessment is to assess the added value of challenge and application. It does this through the question paper and the project-dissertation. In the question paper, candidates will apply their skills, knowledge and understanding of the mandatory content. In the project-dissertation, candidates will apply skills of research and presenting findings.

Each Course has additional time which may be used at the discretion of the teacher or lecturer to enable learners to prepare for Course assessment. This time may be used near the start of the Course and at various points throughout the Course for consolidation and support. It may also be used for preparation for Unit assessment, and, towards the end of the Course, for further integration, revision and preparation and/or gathering evidence for Course assessment.

Examples of activities which may help learners prepare for Course assessment could include:

- ◆ reviewing specimen/exemplar question papers and/or Coursework documents
- ◆ practising question paper techniques
- ◆ revising for the question paper
- ◆ discussing requirements for the project
- ◆ clarifying the amount of support learners can expect

Authenticity

Teachers/lecturers are responsible for ensuring that evidence presented by learners for Unit or Course assessment is the learner's own work.

There are a number of techniques and strategies to ensure that learners present work that is their own. Teachers and lecturers should put in place mechanisms to authenticate learner evidence.

For example:

- ◆ regular checkpoint/progress meetings with learners
- ◆ short personal interviews
- ◆ checklists which record activity/progress
- ◆ learner notes from their independent reading

Group work approaches are acceptable as part of learning and teaching, including preparation for assessment.

For more information, please refer to SQA's [Guide to Assessment](#).

Equality and inclusion

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course/Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1

Further information on the Course/Units

The aim of this section is to provide advice and guidance to centres on:

- ◆ the range of content covered in a variety of centres for each moral issue
- ◆ approaches to assessment

These *Unit Support Notes* are based on typical content and issues covered by centres. SQA does not prescribe detailed Course content to centres, but in supporting centres is aware of the kind of content for each Unit that is taught by centres. These support notes have drawn together the content covered by a wide range of centres. Centres may wish to use various aspects of these as a basis for Course development appropriate to their centre. The notes supplement the details given in the *Course Assessment Specification*. The content listed is neither exhaustive nor mandatory and is provided on the basis that they will:

- ◆ allow centres to develop interesting and challenging Courses
- ◆ provide teachers/lecturers with ideas used by colleagues in a wide range of centres to construct Courses
- ◆ provide teachers/lecturers with a framework for developing their own Courses appropriate to their own learners

Philosophy of Religion

Cosmological argument and responses	Typical focus	Typical content
◆ Aquinas: argument from motion, contingency, causation	Aquinas' proposition that since infinite chains of causes are impossible the universe must have a First Uncaused Cause.	<ul style="list-style-type: none"> ◆ arguments surrounding the existence of God ◆ the philosophical principles behind the arguments ◆ responses to the arguments ◆ analyse arguments surrounding the existence of God ◆ analyse the philosophical principles behind the arguments ◆ analyse responses to the arguments ◆ evaluate the quality of the arguments and responses
◆ Leibniz: principle of sufficient reason	Leibniz's proposition that the universe has an explanation.	
◆ Kalam argument	Al-Ghazali's argument on the impossibility of infinity and further development of the argument by modern writers like Wm Lane Craig.	
◆ philosophical responses	The criticism and support offered by philosophers for each of the approaches to the cosmological argument.	
◆ scientific responses	The criticism and support offered by science for each of the approaches to the cosmological argument.	
◆ religious responses	The criticism and support offered by theologians for each of the approaches to the cosmological argument.	

Teleological argument and responses	Typical focus	Typical content
◆ Aquinas: argument from design	Aquinas' proposition that, since the universe has apparent design — and complexity requires design — the universe must have a designer.	<ul style="list-style-type: none"> ◆ arguments surrounding the existence of God ◆ the philosophical principles behind the arguments ◆ responses to the arguments ◆ analyse arguments surrounding the existence of God ◆ analyse the philosophical principles behind the arguments ◆ analyse responses to the arguments ◆ evaluate the quality of the arguments and responses
◆ Paley: argument from design	Paley's analogical argument from design.	
◆ argument from intelligent design	The proposition that modern scientific discoveries have provided evidence of authentic design.	
◆ philosophical responses	The criticism and support offered by philosophers for each of the approaches to the teleological argument.	
◆ scientific responses	The criticism and support offered by science for each of the approaches to the teleological argument.	
◆ religious responses	The criticism and support offered by theologians for each of the approaches to the teleological argument.	

Atheism	Typical focus	Typical content
◆ the improbability of God	The proposition from atheists that the existence of God is highly improbable.	<ul style="list-style-type: none"> ◆ arguments surrounding the existence of God ◆ the philosophical principles behind the arguments ◆ responses to the arguments ◆ analyse arguments surrounding the existence of God ◆ analyse the philosophical principles behind the arguments ◆ analyse responses to the arguments ◆ evaluate the quality of the arguments and responses
◆ incoherence of the God of classical theism	The proposition from atheists that both internally and externally the God of classical theism is incoherent.	
◆ presumption of atheism	The proposition from atheists that atheism should be presumed since theists make the claim of existence whilst atheists make no claim.	
◆ philosophical responses	The criticism and support offered by philosophers for each of the central arguments of atheism.	
◆ scientific responses	The criticism and support offered by science for each of the central arguments of atheism.	
◆ religious responses	The criticism and support offered by theologians for each of the central arguments of atheism.	

Unit assessment

Unit assessments have been designed to provide opportunities for candidates to prepare for the question paper. It is possible to cover the Assessment Standards in a variety of ways and without being too burdensome in terms of time and workload. Centres may choose the method of gathering the evidence, whether it be portfolio or a more traditional timed assessment in class.

Unit assessment can be broken down into manageable exercises using this method or any variation of it:

1. Assessment Standard 1.1 and 1.4 on claim A
2. Assessment Standard 1.2 and 1.3 on claim B

Alternatively, it is possible to create one 30 mark essay which would cover all four of the standards.

Medical Ethics

Beginning of life	Typical focus	Typical content
◆ personhood	The role of personhood in the debate about embryos and whether the embryo is a person, a potential person or not a person.	<ul style="list-style-type: none"> ◆ issues surrounding medical ethics ◆ religious and non-religious responses to the issues ◆ analyse religious and non-religious arguments surrounding issues in medical ethics ◆ evaluate the quality of the arguments and responses
◆ treatment and use of embryos	The range of treatment and uses of embryos, including uses related to IVF,aviour siblings, embryo research and family planning.	
◆ abortion	UK law, the rights of the embryo, the mother and the father, abortion rights worldwide might be an area where interesting issues might arise.	
◆ sanctity of life	An overarching issue which can look at the principle of the sanctity of life from a religious, philosophical, moral and medical point of view.	
◆ religious responses	Very often centres cover 2-3 responses from religion, but much will depend on the issue where responses have minimal variation.	
◆ non-religious responses	Very often centres cover 2-3 responses from non-religious sources. Most frequently, centres cover a range of views which exhibit opposition, agreement and concurrence with religious views.	

Organ transplants	Typical focus	Typical content
♦ organ procurement	The different sources of organs are often covered here, including, organ donation, beating heart and non-beating heart donors, living donors, the sale of organs and synthetic organs or xenografting.	<ul style="list-style-type: none"> ♦ issues surrounding medical ethics ♦ religious and non-religious responses to the issues ♦ analyse religious and non-religious arguments surrounding issues in medical ethics ♦ evaluate the quality of the arguments and responses
♦ organ allocation	The criteria used for allocating organs and the moral issues raised. Areas of focus are health, wealth, age, prognosis and cost.	
♦ sanctity of life	An overarching issue which can look at the principle of the sanctity of life from a religious, philosophical, moral and medical point of view.	
♦ religious responses	Very often centres cover 2-3 responses from religion, but much will depend on the issue where responses have minimal variation.	
♦ non-religious responses	Very often centres cover 2-3 responses from non-religious sources. Most frequently, centres cover a range of views which exhibit opposition, agreement and concurrence with religious views	

End of life	Typical focus	Typical content
◆ forms of end-of-life care: medical and social care	The ageing population has created significant issues in the debate about end-of-life care. Medical care refers to care for those at the end of their lives suffering from a life-shortening condition, whereas social care refers to those at the end of their life suffering from a long-term degenerative condition. This area could have as its focus hospice-type palliative care and care home approaches to end-of-life care.	<ul style="list-style-type: none"> ◆ issues surrounding medical ethics ◆ religious and non-religious responses to the issues ◆ analyse religious and non-religious arguments surrounding issues in medical ethics ◆ evaluate the quality of the arguments and responses
◆ forms of euthanasia	The standard forms of voluntary, non-voluntary and involuntary euthanasia are covered under this heading, along with passive and active euthanasia.	
◆ forms of assisted suicide	Opportunities here to look at UK law and to consider the issues arising from assisted suicide, physician-assisted suicide and assisted suicide from organisations like Dignitas or individuals offering the service.	
◆ sanctity of life	An overarching issue which can look at the principle of the sanctity of life from a religious, philosophical, moral and medical point of view.	
◆ religious responses	Very often centres cover 2-3 responses from religion, but much will depend on the issue where responses have minimal variation.	
◆ non-religious responses	Very often centres cover 2-3 responses from non-religious sources. Most frequently, centres cover a range of views which exhibit opposition, agreement and concurrence with religious views.	

Unit assessment

Unit assessments have been designed to provide opportunities for candidates to prepare for the question paper. It is possible to cover the Assessment Standards in a variety of ways and without being too burdensome in terms of time and workload. Centres may choose the method of gathering the evidence, whether it be portfolio or a more traditional timed assessment in class.

Unit assessment can be broken down into manageable exercises using this method or any variation of it:

1. Assessment Standards 1.1, 1.2 and 1.3 on issue A
2. Assessment Standard 1.4 on general issues in medical ethics

Alternatively, it is possible to create one 30-mark essay which would cover all four of the standards.

Religious Experience

Understandings of religious experience	Typical focus	Typical content
◆ James' ideas about religious experience	Main focus is usually on the main categories identified by James, including healthy-mindedness, the sick soul, conversion, saintliness and mysticism.	<ul style="list-style-type: none"> ◆ the nature of religious experience ◆ religious and non-religious responses to religious experience ◆ analyse religious and non-religious responses to religious experience ◆ evaluate the quality of the arguments and responses
◆ Otto's ideas about religious experience	The key ideas covered here relate to Otto's explanations of the numinous, <i>mysterium tremendum</i> and <i>mysterium fascinans</i> .	
◆ Tillich's ideas about religious experience	The key aspects of Tillich's views relate to his ideas about <i>a priori</i> sense of God, Being, the Ultimate Concern, revelation and mysticism.	
◆ Swinburne's ideas about religious experience	Swinburne's five types of experience are often covered, ie experiences that can and can't be described in ordinary language, a conviction that God has been experienced, and seeing either normal or unusual events which give a sense of the divine.	
Faith perspectives	Typical focus	
◆ mystical experiences	There is considerable scope here. Clearly there is overlap with some of the commentators above but these can be put in the context of case studies recorded by them or since. The work of the Alister Hardy research centre could cover all areas of this section.	<ul style="list-style-type: none"> ◆ the nature of religious experience ◆ religious and non-religious responses to religious experience ◆ analyse religious and non-religious responses to religious experience ◆ evaluate the quality of the arguments and responses
◆ conversion experiences	There is considerable scope here. Clearly there is overlap with some of the commentators above but these can be put in the context of case studies recorded by them or since. The work of the Alister Hardy research centre could cover all areas of this section.	

◆ miracles	In this area the issue of miracles being seen as religious experience can be explored through the study of definitions or miracles, CS Lewis, Hume and miracles which are scriptural and non-scriptural.	<p style="text-align: center;">Typical content</p> <ul style="list-style-type: none"> ◆ the nature of religious experience ◆ religious and non-religious responses to religious experience ◆ analyse religious and non-religious responses to religious experience ◆ evaluate the quality of the arguments and responses
◆ sensory experiences	Religious experiences are gained through sensory experiences such as art, music, self-denial and self-mortification. This area involves exploration of community experiences such as the Toronto Blessing. Again, there will be overlap with other aspects of this section.	
◆ personal relationship	This area is more overarching in that religious experiences invariably say something about an individual's relationship with God. It is a theme that runs through religious experience rather than a topic to be studied discretely.	
◆ meditative experiences	'Meditative' is a generic term used to describe meditation, prayer, spiritual ecstasy in all its forms.	
Alternative accounts of religious experience	Typical focus	
◆ psychological accounts of religious experience	This related primarily to the work of Freud and Jung. It is likely that there will be overlap with scientific accounts of religious experience in this area.	
◆ scientific accounts of religious experience	Koren and Persinger's God helmet often features here, along with discoveries in neuroscience and various offshoots which introduce religious experience into this branch of science. Evolution and religion is also an area which is generating considerable interest.	
◆ sociological accounts of religious experience	There are the classic works of Marx, Durkheim, Weber and Bryan Wilson to consider here, and possibly Foucault, with the latter two paying particular attention to the impact of secularisation and how much it reveals about religious experience.	

Unit assessment

Unit assessments have been designed to provide opportunities for candidates to prepare for the question paper. It is possible to cover the Assessment Standards in a variety of ways and without being too burdensome in terms of time and workload. Centres may choose the method of gathering the evidence, whether it be portfolio or a more traditional timed assessment in class.

Unit assessment can be broken down into manageable exercises using this method or any variation of it:

1. Assessment Standard 1.1 and 1.2 on experience A
2. Assessment Standard 1.3 and 1.4 on experience B

Alternatively, it is possible to create one 30-mark essay which would cover all four of the standards.

Question paper

The open nature of the CAS means that questions will be broad and based on the terminology used in the CAS. Essentially, the KU will test the depth of learners' knowledge of an issue. At Advanced Higher it is expected that candidates will work confidently with some sophisticated facts and be able to add some expansion to them. Analysis will test how well learners understand the reasons for and background of various issues and their implications. Evaluation involves making judgements or measurements raised by issues, the viewpoints expressed and the solutions offered.

There will be a choice of two questions, one of which should be chosen. The keys to success in answering questions are:

- ◆ relevance — refer back to the question
- ◆ accuracy — ensure that factual information is correct
- ◆ detail — expand on every fact, every piece of analysis and every judgement

Project-dissertation

Learners should ensure that:

- ◆ they are researching something that is a genuine issue
- ◆ they have a sufficient number of resources to access
- ◆ they do not produce a descriptive piece of work
- ◆ they ask an open question
- ◆ the content is clearly religious and/or philosophical

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications are available on SQA's website at: www.sqa.org.uk/sqa//14977.html.
- ◆ Building the Curriculum 4: Skills for Learning, Skills for Life and Skills for Work
- ◆ Building the Curriculum 5: A Framework for Assessment
- ◆ [Course Specification](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [SCQF Handbook: User Guide](#) and [SCQF level descriptors](#)
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ [Coursework Authenticity: A Guide for Teachers and Lecturers](#)

Administrative information

Published: May 2016 (version 2.0)

History of changes to Advanced Higher Course/Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Updated to reflect the revised Assessment Standards in each Unit. Inclusion of possible themes and typical content for teaching.	Qualifications Manager	May 2016

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