



National
Qualifications

Higher Religious, Moral and Philosophical Studies

Assignment

Assessment task

This is the assessment task for the assignment Component of Higher Religious, Moral and Philosophical Studies Course assessment.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

Valid from session 2014/15 and until further notice

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Introduction

This is the assessment task for the Higher Religious, Moral and Philosophical Studies assignment.

This assignment is worth 30 marks out of a total of 90 marks for the Course. The marks contribute approximately 33% of the overall marks for the Course assessment. The Course will be graded A-D.

Marks for all Course Components are added up to give a total Course assessment mark which is then used as the basis for grading decisions.

This is one of two Components of Course assessment. The other Component is a question paper.

This document gives marking instructions for assessors for the assignment Component of this Course and instructions for candidates.

It must be read in conjunction with the general assessment information for this Component of Course assessment.

The assessment instructions for candidates are provided in Appendix 1 and must be detached and given to the candidate.

Equality and inclusion

This Course assessment has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled candidates and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html

Guidance on inclusive approaches to delivery and assessment in this Course is provided in the *Course Support Notes*.

Marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing learners for Course assessment.

This assessment task will be externally marked by SQA and conducted in centres under the conditions specified by SQA.

Part One: General marking principles for Higher RMPS assignment

This information is provided to help you understand the general principles you must apply when marking candidate responses to this assignment. These principles must be read in conjunction with the detailed Marking Instructions which identify the key features required in candidate responses.

- (a) Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed Marking Instructions for this assignment.
- (b) Principal Assessors will provide guidance on marking specific candidate responses which are not covered by either the principles or detailed Marking Instructions.
- (c) Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- (d) The purpose of the Religious, Moral and Philosophical Studies Resource Sheet is to support candidates in presenting the findings of their research. It will not be marked. However, it may assist in the marking of the assignment by enabling clarification of points which the candidate has made in the presentation of their evidence, and may allow markers to gain an insight into what the candidate intended.

Candidates can structure their assignment evidence in a variety of ways.

Candidates can demonstrate their skills, knowledge and understanding in a variety of ways and at different points in their assignment evidence. Markers should credit relevant and appropriate skills, knowledge and understanding wherever they are demonstrated.

In presenting their findings, candidates will show the following skills, knowledge and understanding:

A Researching the question or issue

Candidates can be credited in a number of ways **up to a maximum of 4 marks**. Candidates should identify at least two sources of information, which can include religious sources, which they have used by referring to them clearly and directly. They may refer to their sources of information in a number of ways.

B Analysing the question or issue

Candidates can be credited in a number of ways **up to a maximum of 4 marks**. Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:

- ◆ links between different components
- ◆ links between component(s) and the whole
- ◆ links between component(s) and related concepts
- ◆ similarities and contradictions
- ◆ consistency and inconsistency
- ◆ different views/interpretations
- ◆ possible consequences/implications
- ◆ the relative importance of components
- ◆ understanding of underlying order or structure

C Demonstrating knowledge and understanding of the question or issue

Candidates can be credited in a number of ways **up to a maximum of 8 marks**. Candidates should use their knowledge and understanding to support their response to the question or issue.

For a knowledge mark to be awarded, points must be:

- ◆ relevant to the question or issue
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the question or issue

D Synthesising information in a structured manner

Candidates can be credited in a number of ways **up to a maximum of 3 marks**. Candidates will draw together a range of information in response to the question or issue. Candidates can show evidence of synthesis in a variety of ways such as, for example:

- ◆ We know that ... which, when combined with ... tells us that ...
- ◆ Information in this source together with ... shows that ...
- ◆ This, added to ... can show that ...
- ◆ ... adds weight to/supports the argument that ... because...

E Explaining the significance or impact of the question or issue in the contemporary world

Candidates should be credited in a number of ways **up to a maximum of 3 marks** for explaining the significance or impact of the question or issue to individual people or society today.

F Evaluating different viewpoints on the question or issue, at least one of which must be religious

Candidates can be credited **up to a maximum of 4 marks** for evaluating different viewpoints on the question or issue, one of which must be religious. Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:

- ◆ the relevance/importance/usefulness
- ◆ positive and negative aspects
- ◆ strengths and weaknesses
- ◆ any other relevant evaluative comment

G Presenting a reasoned and well-structured conclusion on the question or issue

Candidates can be credited **up to a maximum of 2 marks** for drawing and presenting a reasoned and well-structured conclusion on the question or issue. Their conclusion should include an overall judgement about the question or issue.

H Presenting a detailed explanation of supporting information and potential challenges/counter-arguments

Candidates can be credited **up to a maximum of 2 marks** for explaining supporting information and a potential challenge or counter-argument to their conclusion.

Specified resources to be taken into assessment

Candidates may take evidence collected during the research phase into the production of evidence stage, using the Religious, Moral and Philosophical Studies (RMPS) Resource Sheet. The Resource Sheet must be submitted with the evidence produced during the final production of evidence stage. The Religious, Moral and Philosophical Studies Resource Sheet will be a single side of A4 paper.

The RMPS Resource Sheet taken into the production of evidence stage may include, for example: evidence/data from research; bullet points/headings; mind maps; summary notes/quotes from sources of information; survey results; interview questions and/or answers; questionnaires and/or results; details of internet search results; summary notes from newspaper articles or extracts;

extracts from books; summary notes taken from a visit or talk; summary notes taken from a written or audio visual source, etc.

Part Two: Detailed Marking Instructions

These detailed Marking Instructions provide guidance on the application of the general marking principles. These are also presented in grid form to assist markers in developing an overview of how the marking principles should be applied.

		General marking principles	Max mark	Supported commentary
1	A	Researching the question or issue	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks. Candidates should show evidence that they have used at least two sources of information, which can include religious sources. A maximum of 2 marks can be awarded where a candidate only refers to a single source of information.</p> <p>1 mark should be given for each accurate, relevant key point of knowledge used from the sources of information.</p>
	B	Analysing the question or issue	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>An analysis mark should be awarded where a candidate identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> ◆ links between different components ◆ links between component(s) and the whole ◆ links between component(s) and related concepts ◆ similarities and contradictions ◆ consistency and inconsistency ◆ different views/interpretations ◆ possible consequences/implications ◆ the relative importance of components ◆ understanding of underlying order or structure

C	Demonstrating knowledge and understanding of the question or issue	8	<p>1 mark should be given for each accurate relevant key point of knowledge used to support their response to the question or issue, up to a maximum of 8 marks.</p> <p>For a knowledge mark to be awarded, points must be:</p> <ul style="list-style-type: none"> ◆ relevant to the question or issue ◆ developed (by providing additional detail, exemplification, reasons or evidence) ◆ used to respond to the demands of the question or issue <p>Markers should credit relevant knowledge and understanding wherever it appears.</p>
D	Synthesising information in a structured manner	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p>For a synthesis mark to be awarded, candidates must show that they have drawn together two or more different pieces of information and used them to support their response to the question or issue.</p>
E	Explaining the significance or impact of the question or issue in the contemporary world	3	<p>Candidates can be credited in a number of ways up to a maximum of 3 marks.</p> <p>Candidates will explain the significance or impact of the question or issue on individual people or society.</p>

F	Evaluating different viewpoints on the question or issue, at least one of which must be religious	4	<p>Candidates can be credited in a number of ways up to a maximum of 4 marks.</p> <p>Evaluation involves making a judgement based on criteria. Candidates will make reasoned evaluative comments relating to, for example:</p> <ul style="list-style-type: none"> ◆ the relevance/importance/usefulness ◆ positive and negative aspects ◆ strengths and weaknesses ◆ any other relevant evaluative comment <p>Candidates must evaluate at least two viewpoints, one of which is religious. Candidates will be awarded 1 mark for each evaluative comment made. Candidates can only achieve all of the available evaluation marks if they have evaluated at least one religious viewpoint. A maximum of 3 marks can be awarded where a candidate has not evaluated a religious viewpoint.</p>
G	Presenting a reasoned and well-structured conclusion on the question or issue	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>1 mark will be awarded where the candidate comes to a conclusion about their question or issue. Their conclusion should include an overall judgement about the question or issue supported by at least one valid and relevant reason.</p> <p>A second mark should be awarded where the candidate also organises their overall response into a coherent line of argument in response to the question or issue.</p>
H	Presenting a detailed explanation of supporting information and potential challenges or counter-arguments	2	<p>Candidates can be credited in a number of ways up to a maximum of 2 marks.</p> <p>1 mark should be awarded where the candidate explains evidence which supports their conclusion.</p> <p>A second mark should be awarded where the candidate also explains a potential challenge or counter-argument to their conclusion.</p>

	Area	0 marks	1 mark	2 marks	3 marks	4 marks
A	Researching the question or issue	No reference is made to sources	<p>Up to a maximum of 4 marks, 1 mark will be awarded for each point which is referenced to a source and used to support the candidate's response to the question or issue. Candidates should show that they have used at least two sources of information, which can include religious sources. A maximum of 2 marks can be awarded where a candidate only refers to a single source of information.</p>			
B	Analysing the question or issue	No analytical comment is made relating to the question or issue	<p>Up to a maximum of 4 marks, 1 mark will be awarded for each analytical comment which identifies at least two relevant components (eg of an idea, theory, argument, etc) and clearly shows at least one of the following:</p> <ul style="list-style-type: none"> ◆ links between different components ◆ links between component(s) and the whole ◆ links between component(s) and related concepts ◆ similarities and contradictions ◆ consistency and inconsistency ◆ different views/interpretations ◆ possible consequences/implications ◆ the relative importance of components ◆ understanding of underlying order or structure 			
C	Drawing on in-depth knowledge and understanding	No knowledge is used to support the question or issue	<p>Up to a maximum of 8 marks, 1 mark will be awarded for each developed point of knowledge (this does not have to be referenced to a source) used to support their response to the question or issue.</p> <p>For knowledge marks to be awarded, points must be:</p>			

			<ul style="list-style-type: none"> ◆ relevant to the question or issue ◆ developed (by providing additional detail, exemplification, reasons or evidence) ◆ used to respond to the demands of the question 			
D	Synthesising information in a structured manner	No evidence of synthesis	Up to a maximum of 3 marks, 1 mark will be awarded for each point which is based on two or more different pieces of information being drawn together and used to support the candidate's response to the question or issue.			
E	Explaining the significance or impact of the question or issue to the contemporary world	No comment is made on the significance or impact	Up to a maximum of 3 marks, 1 mark will be awarded for each developed point made about the significance or impact of the question or issue.			
F	Evaluating different viewpoints on the question or issue	No evidence of evaluation	Up to a maximum of 4 marks, 1 mark will be awarded for each evaluative comment made. Candidates can only achieve all of the available evaluation marks if they have included and evaluated at least one religious viewpoint. A maximum of 3 marks can be awarded where a candidate has not evaluated a religious viewpoint.			
G	Presenting a reasoned and well-structured conclusion on the question or issue	No overall judgement of the issue or topic is presented	1 mark should be awarded where the candidate makes an overall judgement about the question or issue, supported by at least one valid and relevant reason.	2 marks should be awarded where the candidate makes an overall judgement about the question or issue, supported by at least one valid and relevant reason and organises their		

				overall response into a coherent line of argument in response to the question.		
H	Presenting a detailed explanation of both supporting information and potential challenges / counter-arguments	No explanation is given	1 mark should be awarded where the candidate explains evidence which supports their conclusion	2 marks should be awarded where the candidate explains evidence which supports their conclusion and explains a potential challenge or counter-argument to their conclusion.		

Appendix 1: Instructions for candidates

Religious, Moral and Philosophical Studies assignment

This assignment gives you the opportunity to research a religious, moral or philosophical question or issue of your choice. This may be related to areas you have studied in class if you wish, but you are free to research any relevant question or issue.

The assignment is worth 30 marks out of a total of 90 marks. The marks contribute approximately 33% of the overall marks for the Course assessment. The Course will be graded A-D.

In your assignment you will:

- ◆ identify an appropriate religious, moral or philosophical studies question or issue for study, about which there are alternative or different points of view
- ◆ research the question or issue, using a range of sources of information
- ◆ evaluate different viewpoints on the question or issue, at least one of which must be religious
- ◆ analyse the question or issue
- ◆ synthesise information in a structured manner
- ◆ draw on in-depth knowledge and understanding of the question or issue
- ◆ explain the significance or impact of the question or issue to the contemporary world
- ◆ present a reasoned and well-structured conclusion on the question or issue
- ◆ explain both supporting information and potential challenges/ counter-arguments

When doing your research and when producing your evidence, you can demonstrate these skills in any way that you think makes sense for the question or issue you have chosen. You do not have to demonstrate them in any set order.

You will produce the evidence for your assignment within one hour and 30 minutes under controlled conditions. You will have the RMPS Resource Sheet to help you in producing your evidence.

You may use only one side of this single A4 sheet. The RMPS Resource Sheet will be submitted to SQA together with your evidence.

Your assessor will let you know how the assessment will be carried out and any required conditions for doing it.

The following information will help you to understand the requirements of the Higher Religious, Moral and Philosophical Studies assignment.

Researching a Religious, Moral or Philosophical Studies question or issue

The question or issue you choose must be one which allows you to meet the requirements of the assignment.

Your teacher/lecturer may support you by commenting on the suitability of the question or issue you have chosen and advising on the likely availability of resources.

Researching the question or issue

You should collect information relevant to your question or issue, from at least two sources of information.

You can, for example, provide facts, examples, reasons, evidence, arguments, etc, from your sources of information. Use information and knowledge that is relevant to the question or issue.

Take a note of the sources of information used and you can record these on your Resource Sheet. You should always put direct quotes from a source of information in quotation marks, to make clear that this is not your own work. When writing up your research you should make clear and direct reference to the sources of information so that the assessor knows where your information comes from.

At Higher level, references to your sources of information should be direct and clear. For example:

'1 Corinthians 13 states that ... or, *On Liberty* (Chapter 4, paragraph x) states that ...'

and not:

'One book I read says ... or, on the television I saw ... '

Drawing on in-depth knowledge and understanding

You should use your knowledge and understanding to support your response to the question or issue.

For a knowledge mark to be awarded, points must be:

- ◆ relevant to the question or issue you have chosen
- ◆ developed (by providing additional detail, exemplification, reasons or evidence)
- ◆ used to respond to the demands of the question or issue

Synthesising information in a structured manner

You should draw together different pieces of information to support your response to the question or issue. These can come from the sources you have researched, and/or your own knowledge. You can show evidence of synthesis in a variety of ways such as, for example:

- ◆ We know that ... which, when combined with ... tells us that ...
- ◆ Information in this source together with ... shows that ...
- ◆ This, added to ... can show that ...
- ◆ ... adds weight to/supports the argument that ... because ...

Analysing the question or issue

Analysis involves identifying parts, the relationship between them, and their relationships with the whole. It can also involve drawing out and relating implications.

You should identify different components (eg of an idea, theory, argument, etc) and then shows at least one of the following:

- ◆ links between different components
- ◆ links between component(s) and the whole
- ◆ links between component(s) and related concepts
- ◆ similarities and contradictions
- ◆ consistency and inconsistency
- ◆ different views/interpretations
- ◆ possible consequences/implications
- ◆ the relative importance of components
- ◆ understanding of underlying order or structure

You can analyse your question or issue in a wide range of different ways. For example, by looking at links between poverty and health, or links between the beliefs and practices of religious people, or the implications of a moral viewpoint for people's daily lives, or by explaining the underlying order or structure, for example, of a philosophical argument.

Evaluating different viewpoints on the question or issue

You should make reasoned comments relating to, for example, the relevance/importance/usefulness of the viewpoints; or positive and negative aspects; or strengths and weaknesses. You can use supporting reasons, arguments, evidence and examples, or make any other relevant evaluative comment. Remember that at least one of the viewpoints must be religious.

Explaining the significance or impact of the question or issue to the contemporary world

You should consider the impact or significance of the question or issue on individual people or society today.

Presenting an overall conclusion on the question or issue

The conclusion should include an overall judgement about the question or issue. This should be based on the developed points within your argument. You should support your conclusion with at least one relevant reason. You should organise your overall response into a coherent line of argument in response to the question or issue. Your conclusion can, but does not have to, be made at the end.

Explaining both supporting information and potential challenges or counter-arguments

You should explain evidence which supports your conclusion, and also explain a potential challenge or counter-argument to your conclusion.

Additional advice and guidance

Using the RMPS Resource Sheet

You will have the Religious, Moral and Philosophical Studies Resource Sheet with you when you produce your evidence.

There are many types of evidence/information you can include on your Resource Sheet. It may include, for example: evidence/data from research; bullet points/headings; mind maps; summary notes/quotes from sources of information; survey results; interview questions and/or answers; questionnaires and/or results; details of internet search results; summary notes from newspaper articles or extracts; extracts from books; summary notes taken from a visit or talk; summary notes taken from a written or audio visual source, etc.

You can refer to the evidence you have recorded on the RMPS Resource Sheet to support your production of evidence but should not just copy large amounts of this evidence. It is what you do with the evidence that is important.

Working with others

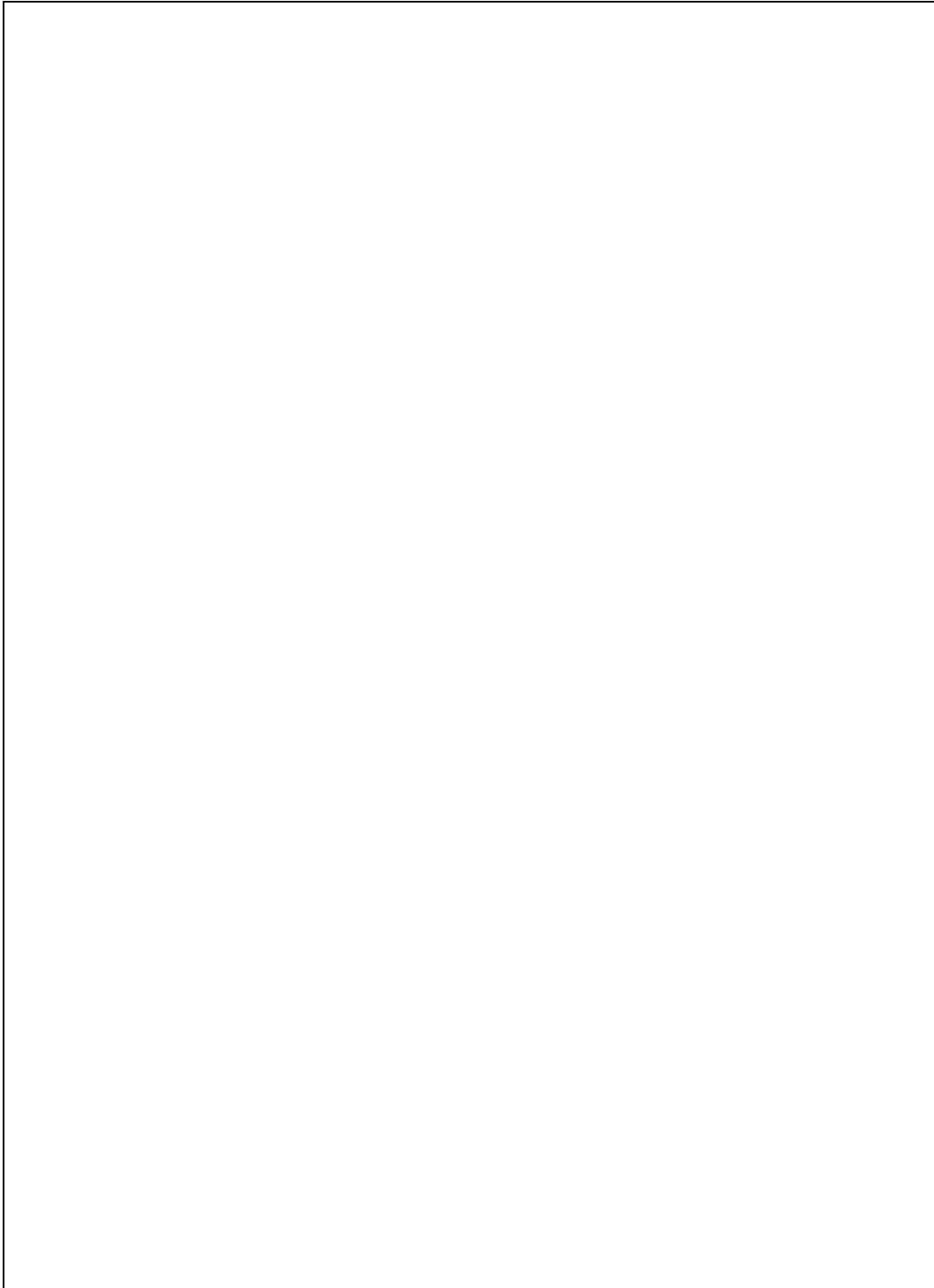
While you should choose your own question or issue to research, others in your class may have chosen a similar one. It might be helpful to work part of the time with others when you are researching your question or issue.

If this is the case it is important that you are able to show what you have contributed to this part of your assignment and that the evidence you take into the assessment is your own work.

RMPS Resource Sheet

Candidate name:

Candidate SQA number:



Administrative information

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History of changes

Version	Description of change	Authorised by	Date

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