

# Draft National Unit Specification



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**Unit title:** World Religion (Access 3)  
**SCQF:** level 3 (6 SCQF credit points)  
**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop knowledge and understanding of some beliefs and practices found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution and the importance of these in the world today. Learners will develop techniques to understand and comment on the meaning and significance of sources relevant to the religion selected for study.

Learners who complete this Unit will be able to:

- 1 Apply knowledge and understanding of the significance and impact of religion today

This Unit is a mandatory Unit of the Access 3 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 provides 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 *National Assessment Resource*.

## 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:

- ◆ Social Subjects (Access 2)

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## 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 **Apply knowledge and understanding of the significance and impact of religion today, by:**
  - 1.1 Outlining the meaning of a source related to a world religion today, in basic terms
  - 1.2 Outlining one key belief and one key practice related to a world religion today, in basic terms
  - 1.3 Commenting on why the belief, practice and source may be important 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 can be drawn from a variety of sources and presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, and simple digital presentations.

The evidence does not need to come from 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 or Course as a whole by combining assessment holistically in one single activity.

Sources studied must relate to one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism). They may be extracts from sacred texts, accurate re-tellings of sacred texts, or non-textual sources which clearly describe aspects of the religion concerned.

The Outcomes and Assessment Standards require learners to answer in the context of one religion and one 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 the *National Assessment Resource*. 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**

4.1 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



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**Published:** December 2011 (draft version 1.0)

**Superclass:** to be advised

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### History of changes

Version	Description of change	Authorised by	Date

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