

# Draft National Unit Specification



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**Unit title:** Religious Experience (Advanced Higher)

**SCQF:** level 7 (8 SCQF credit points)

**Unit code:** to be advised

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## Unit outline

The general aim of this Unit is to develop skills to explain and critically evaluate complex issues involving religious experience. Learners will develop in-depth knowledge and understanding of different perspectives on religious experience.

Learners who complete this Unit will be able to:

- 1 Critically evaluate complex issues involving religious experience

This Unit is an optional Unit of the Advanced Higher 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 *National Assessment Resource*.

The *Course Assessment Specification* for the Advanced Higher Religious, Moral and Philosophical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher 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:

- ◆ Higher Religious, Moral and Philosophical Studies Course or relevant component Units
- ◆ Higher Philosophy Course or relevant component Units

## 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 Critically evaluate complex issues involving religious experience by:**
  - 1.1 Explaining religious, scientific and sociological perspectives on a complex issue involving religious experience, in depth and explaining relevant theoretical or abstract ideas
  - 1.2 Analysing the impact of these different perspectives on the lives of religious followers and others, in depth
  - 1.3 Evaluating the strengths and weaknesses of the different perspectives and the implications of these, in detail and explaining the relevant theoretical or abstract ideas involved
  - 1.4 Analysing the potential ways in which religious experiences contribute to the development of a religious faith
  - 1.5 Synthesising information to produce a well-reasoned conclusion about the issue and perspectives, in depth and taking full account of a range of viewpoints, explaining supporting evidence and responding to relevant counter-arguments

### 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, essays, written responses to questions and participation in group tasks. Not all of the evidence needs to be from the one activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

Evidence may be presented for individual Outcomes/Assessment Standards or gathered for the Unit, Units or Course as a whole by combining assessment holistically.

Exemplification of assessment is 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

1.2 Writing

## **4 Employability, enterprise and citizenship**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

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 as 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:** October 2012 (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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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.