

Draft National Unit Specification



Unit title: Morality and Belief (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enquire into, critically evaluate and present reasoned and coherent views about religious and non-religious responses to moral issues. Learners will develop knowledge and understanding of contemporary moral issues and moral philosophical theories. Religious and non-religious responses to moral issues will be explored.

Learners who complete this Unit will be able to:

- 1 Enquire into, and apply, in-depth knowledge and understanding of a moral issue and responses
- 2 Critically evaluate a moral issue

This Unit is a mandatory Unit of the 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 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*.

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

- ◆ Religious, Moral and Philosophical Studies (National 5) 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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Enquire into, and apply, in-depth knowledge and understanding of a moral issue and responses, by:**
 - 1.1 Explaining a contemporary moral issue, in detail and with appropriate reference to moral philosophical theories
 - 1.2 Explaining, a religious and a non-religious response to the issue, in detail and with appropriate reference to moral philosophical theories

Outcome 2

The learner will:

- 2 Critically evaluate a moral issue, by:**
 - 2.1 Comparing religious and non-religious responses to a moral issue, in detail and using moral philosophical theories where appropriate
 - 2.2 Identifying and explaining possible strengths and weaknesses of the responses, in detail and using moral philosophical theories where appropriate
 - 2.3 Explaining a conclusion on the moral question, in detail and using moral philosophical theories where appropriate
 - 2.4 Justifying the conclusion using a reasoned and well-structured argument, with reference to supporting evidence and other potential viewpoints or 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.

Evidence can be drawn from a variety of sources and presented in a variety of formats, including written responses to questions, participation in group tasks, presenting information to other groups, and 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.

The Outcomes and Assessment Standards require learners to answer in the context of one moral issue, one religious and one non-religious response and one possible strength and weakness of each of these. However, it is the expectation that good quality teaching will normally cover a wider range than the minimum required to pass the Unit assessment.

Religious responses studied must come from one of the world's six major religions (Christianity, Buddhism, Hinduism, Islam, Judaism or Sikhism).

All the Outcomes may be addressed by studying a single moral issue.

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*.

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Development of skills for learning, skills for life and skills for work

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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

3 Health and wellbeing

- 3.1 Personal learning

4 Employability

- 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 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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Superclass: to be advised

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 to ensure they are using the most up-to-date version of the Unit Specification.