

Draft National Unit Specification



Unit title: World Religion (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to develop learners' knowledge and understanding of the impact and significance of religion today, through studying some of the key beliefs and practices found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism), and the contribution these make to the lives of followers. Learners will develop skills to interpret the context and relevance of sources related 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 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 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 Apply knowledge and understanding of the significance and impact of religion today, by:**
 - 1.1 Interpreting and explaining a source related to a world religion today, in detail and using abstract concepts where appropriate
 - 1.2 Interpreting and explaining, in detail and using abstract concepts where appropriate, the source's significance to the beliefs and practices of followers of the religion concerned
 - 1.3 Explaining, in detail and using abstract concepts where appropriate, the contribution that a key belief found within a world religion today makes to the lives of followers, and how this impacts on wider society
 - 1.4 Explaining, in detail and using abstract concepts where appropriate, a contribution that a key practice found within a world religion today makes to the lives of followers, and how this impacts on wider society

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.

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

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 religion, and one belief, practice and 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.

Evidence for the Unit could be generated by covering the belief, practice and source holistically, within a study of closely related aspects of a religion.

In some instances there will not be a clear separation between beliefs, practices and sources, as these may be tied up within a single religious concept. Where this is the case it is important that learners understand the different belief, practice or source elements of the concept.

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



Published: November 2011 (draft version 1.0)

Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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