

Draft National Unit Specification



Unit title: Morality and Belief (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to enquire into, evaluate and present reasoned views about religious and non-religious responses to moral questions. Learners will develop basic factual knowledge and understanding of least one contemporary moral question. Religious and non-religious responses will be explored. Religious responses must be from at least one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

Learners who complete this Unit will be able to:

- 1 Apply basic factual knowledge of a moral question
- 2 Evaluate a religious response and a non-religious response to a moral question
- 3 Present a reasoned view on a moral question

This Unit is a mandatory Unit of the Religious, Moral and Philosophical Studies (National 4) 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 Added Value Unit Specification for the Religious, Moral and Philosophical Studies (National 4) Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Religious, Moral and Philosophical Studies (National 4) 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:

- ◆ Access 3 Religious, Moral and Philosophical Studies Course or relevant component Units
- ◆ Literacy (SCQF level 3)

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Apply basic factual knowledge of a moral question by:**
 - 1.1 Outlining a moral question, in basic factual terms
 - 1.2 Describing and briefly explaining, in basic factual terms, a religious response to the question
 - 1.3 Describing and briefly explaining, in basic factual terms, a non-religious response to the question

Outcome 2

The learner will:

- 2 Evaluate a religious response and a non-religious response to a moral question by:**
 - 2.1 Describing, in basic factual terms, one religious and one non-religious response to the question
 - 2.2 Briefly explaining, in basic factual terms, one possible strength and one possible weakness of the religious response
 - 2.3 Briefly explaining, in basic factual terms, one possible strength and one possible weakness of the non-religious response

Outcome 3

The learner will:

- 3 Present a reasoned view on a moral question by:**
 - 3.1 Describing, in basic terms, a reasoned view on the moral question
 - 3.2 Briefly justifying the viewpoint, with reference to basic supporting evidence

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 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.

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

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

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

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
- 1.2 Writing
- 1.3 Listening and talking

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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