

National Added Value Unit Specification



Unit title: Religious, Moral and Philosophical Studies Assignment (National 4)

SCQF: level 4 (6 SCQF credit points)

Unit code: to be advised

Unit outline

This is the Added Value Unit in the Religious, Moral and Philosophical Studies (National 4) Course. The general aim of this Unit is to enable the learner to provide evidence of added value for the Religious, Moral and Philosophical Studies (National 4) Course through the successful completion of the RMPS Assignment which will allow the learner to demonstrate challenge and application.

Learners who complete this Unit will be able to:

- 1 Research and use information relating to a religious, moral or philosophical 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 *Course Support Notes* which provide advice and guidance on delivery and assessment approaches. Exemplification of the assessment in this Unit is given in the *National Assessment Resource*.

Recommended entry

Entry to this Unit is at the discretion of the centre. It is recommended that the learner should be in the process of completing, or have completed, the following Units in the Religious, Moral and Philosophical Studies (National 4) Course:

- ◆ World Religion (National 4)
- ◆ Morality and Belief (National 4)
- ◆ Religious and Philosophical Questions (National 4)

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 *Course Support Notes*.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Research and use information relating to a religious, moral or philosophical question, by:**
 - 1.1 Choosing, with support, a religious, moral or philosophical question for study
 - 1.2 Identifying and gathering information relevant to the question, using at least two sources of information
 - 1.3 Describing and outlining the key features of their findings, in straightforward, mainly factual terms
 - 1.4 Where relevant, identifying and outlining any different points of view relating to the question, in straightforward, mainly factual terms
 - 1.5 Presenting findings and expressing a simple conclusion on the question

Evidence Requirements for the Unit

The RMPS assignment is assessed internally by the teacher/lecturer.

Evidence for this Unit will be generated through an assignment in which the learner will extend and apply the knowledge and skills they have learned during the RMPS (National 4) Course. This will be assessed by a series of activities in which learners will research a question drawn from the Course and present their findings.

The assignment will be sufficiently open and flexible to allow for personalisation and choice. A religious, moral or philosophical question for the assignment should be chosen by the learner and agreed with the teacher/lecturer. This should be drawn from the *World Religion, Morality and Belief* or *Religious and Philosophical Questions* contexts and can be drawn from any aspect of the Course in which the learner has an interest.

- ◆ All learners should be provided with a clear outline of the assessment, including when and how they will be assessed. The teacher/lecturer should offer the learner guidance on an appropriate choice of topic, including questions/tasks/prompts which will lead learners through the assignment in clear stages. This should involve advice on possible headings or other advice which assists the learner to describe and explain the key features of their topic.
- ◆ Although the learner should choose the topic to be researched, it would be reasonable for the choice the learner makes to be one where the teacher/lecturer has some expertise and has resources available to enable the learner to successfully meet the assessment standards. The assignment should be carried out under supervised, open book conditions.
- ◆ Teachers/lectures can offer guidance to direct candidates to appropriate source materials. These can be primary and/or secondary. At least two sources of information must be used. Where relevant, the teacher/lecturer should advise on why a particular source is useful and/or reliable. Learners should record the sources they have used.
- ◆ The research must involve gathering information on at least one relevant religious view pertinent to the question chosen. Religious views must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism).

- ◆ Learners should put forward a simple conclusion on the question they have studied. This may involve summarising different views on the question, or putting forward a personal conclusion or viewpoint, or commenting on why their chosen question is relevant to contemporary society, or suggesting further questions. The learner should be assessed on their ability to reflect and express views on their chosen question. The learner need only provide a brief, straightforward level of comment and it need not be an original view.
- ◆ Learners can present their findings in a variety of ways such as a talk followed by questions (a record must be kept by the teacher), using digital media (for example, PowerPoint/Keynote/Prezi)¹, annotated photographs, audio materials, a learning log or journal (which may be in electronic or written format), or a piece of written work. In assessing the learner's presentation of their findings, care should be taken to guard against the danger of over crediting such factors as IT skills or written communication skills, as opposed to knowledge and skills.
- ◆ The assignment need not be seen as an end-of-Course activity. It can be prepared for, carried out and assessed at any point within the RMPS (National 4) Course. Learners should be given sufficient time to generate the required evidence to meet the assessment standards.
- ◆ Within the notional 40 hours for the assignment, time will be required to encompass the total learning and teaching activities to develop the skills and knowledge required to meet the assessment standards and the final assessment activity. Time should be allocated within Course planning for the learner to decide on a topic, select and organise sources of evidence, take notes on the key features of the topic and review the relevance of the topic. As a notional guide, 20% of the overall time allocated to the Unit (ie 8 hours) should be taken as the upper limit of the volume of preparation and assessment time.

Further information is provided in the exemplification of assessment in the *National Assessment Resource*. Advice and guidance on possible approaches to assessment is provided in the *Course Support Notes*.

¹ Note that these are illustrative examples of digital media and do not constitute a closed or approved list.

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

Please refer to the Course Specification for information about skills for learning, skills for life and skills for work.

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Further mandatory information on Course coverage for the Religious, Moral and Philosophical Studies (National 4) Course

The following gives details of mandatory skills, knowledge and understanding for the Religious, Moral and Philosophical Studies (National 4) Course. Assessment of this Added Value Unit will involve selecting appropriate skills, knowledge and understanding from those listed below, in line with the Evidence Requirements above. This list of skills, knowledge and understanding also provides the basis for the assessment of all the Units in the Course:

- ◆ expressing views about basic, mainly factual elements of religious, moral and philosophical issues in a reasoned manner, relating these to personal or practical contexts
- ◆ interpreting key texts and sources including those from the religion(s) selected for study, in straightforward contexts
- ◆ enquiring into, evaluating and expressing reasoned views about religious and non-religious responses to at least one moral and philosophical question, with guidance, in straightforward, mainly factual contexts, relating these to personal or practical contexts
- ◆ describing, analysing and explaining — simply but in detail — at least one religious belief and some responses to this from science or philosophy
- ◆ basic factual knowledge and understanding of some of the main beliefs, values, practices and traditions of one of the six major world religions (Buddhism, Christianity, Hinduism, Islam, Judaism and Sikhism)
- ◆ basic factual knowledge and understanding of some key religious and philosophical responses to at least one contemporary moral issue
- ◆ basic factual knowledge and understanding of at least one significant religious belief, and responses to this from science or philosophy

Administrative information



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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