

Draft National Unit Specification



Unit title: Religious and Philosophical Questions (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to analyse a significant religious and philosophical question and responses to it. Religious viewpoints will be studied as well as responses from science or philosophy. Learners will develop factual and theoretical knowledge and understanding of the area.

Learners who complete this Unit will be able to:

- 1 Analyse a significant religious and philosophical question and responses to it
- 2 Apply factual and theoretical understanding of a significant religious and philosophical question and responses to it

This Unit is a mandatory Unit of the Religious, Moral and Philosophical Studies (National 5) 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*.

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 4) Course or relevant component Units
- ◆ Literacy (SCQF level 4)

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 factual and theoretical understanding of a significant religious and philosophical question and responses to it by:**
 - 1.1 Describing a significant religious and philosophical question, in detail and using theoretical or abstract ideas where appropriate
 - 1.2 Explaining, in detail and using theoretical or abstract ideas where appropriate, one response to the question from a religious perspective
 - 1.3 Explaining, in detail and using theoretical or abstract ideas where appropriate, one response to the question from science or philosophy

Outcome 2

The learner will:

- 2 Analyse a significant religious and philosophical question and responses to it by:**
 - 2.1 Comparing, and contrasting, in detail and using theoretical or abstract ideas where appropriate, one religious response and one response from science or philosophy
 - 2.2 Identifying, in detail and using theoretical or abstract ideas where appropriate, possible strengths and weaknesses of the religious response
 - 2.3 Identifying, in detail and using theoretical or abstract ideas where appropriate, possible strengths and weaknesses of the response from science or philosophy
 - 2.4 Presenting a straightforward conclusion on the question and responses, with a detailed and reasoned justification

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 learning 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 learning Outcomes and Assessment Standards require learners to answer in the context of one religious or philosophical question, one response from religion and one response from

science or philosophy. However, it is the expectation that good quality teaching will normally cover a wider range than the minimum required to pass the Unit assessment.

All Assessment Standards in this Unit may be assessed through studying a single question and responses.

Significant religious and philosophical questions studied within the Unit could cover a range of questions such as:

- ◆ what are the origins of the universe and life on earth?
- ◆ does God exist?
- ◆ is there life after death?
- ◆ are we free?
- ◆ why is there evil in the world?

Religious responses studied must come from one of the world's six major religions (Christianity, Buddhism, 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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