

Draft National Unit Specification



Unit title: World Religion (National 5)

SCQF: level 5 (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 one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism). Learners will consider theoretical or abstract elements of the religion, and its relevance to contemporary society. They will also develop knowledge and understanding of some of the key beliefs, values, practices and traditions of the religion selected for study, and of their relevance to contemporary society. Learners will also interpret key texts or sources related to the religion selected for study, and consider the impact of these on the lives of its followers.

Learners who complete this Unit will be able to:

- 1 Apply factual and theoretical understanding of a range of key beliefs, values, practices and traditions found within one religion
- 2 Interpret a range of straightforward texts or sources related to one religion

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 range of key beliefs, values, practices and traditions found within one religion, by:**
 - 1.1 Describing and explaining, in detail and using theoretical or abstract ideas where appropriate, two key beliefs or values found within one religion
 - 1.2 Describing and explaining, in detail and using theoretical or abstract ideas where appropriate, two key practices or traditions found within one religion
 - 1.3 Explaining, in detail and using theoretical or abstract ideas where appropriate, the relevance to contemporary society of either the two beliefs/values or two practices/traditions

Outcome 2

The learner will:

- 2 Interpret a range of straightforward texts or sources related to one religion by:**
 - 2.1 Reading two straightforward texts or sources related to one world religion
 - 2.2 Identifying and describing, in detail and using theoretical or abstract ideas where appropriate, the meaning of two straightforward texts or sources related to one religion
 - 2.3 Explaining, in detail and using theoretical or abstract ideas where appropriate, the importance of two straightforward texts or sources related to one religion for followers of that religion

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.

Key texts and sources studied must be either sacred texts from one of the six major world religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism), or accurate re-tellings of stories or key passages from sacred texts.

The learning Outcomes and Assessment Standards require learners to answer in the context of one religion, and of two sources or texts 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.

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

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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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.