

Comparative document

(Version 1.0 April 2012 compared with Version 1.1 April 2014)

Morality and Belief (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H264 76

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.



Morality and Belief (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: ~~to be advised~~ [H264 76](#)

Unit outline

The general aim of this Unit is to evaluate and express reasoned and well-structured views about contemporary moral questions and responses. Learners will develop in-depth factual and theoretical knowledge and understanding of contemporary moral questions and religious and non-religious responses.

Learners who complete this Unit will be able to:

- 1 Apply knowledge and understanding of contemporary moral questions and responses
- 2 Evaluate religious and non-religious responses to contemporary moral questions

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 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 *Unit Assessment Support*.

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:

- ◆ National 5 Religious, Moral and Philosophical Studies 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*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

1 Apply knowledge and understanding of contemporary moral questions and responses, by:

- 1.1 Explaining a contemporary moral question, in depth and [explaining with reference to](#) relevant theoretical or abstract ideas
- 1.2 Explaining, a religious and a non-religious response to the question, in depth and [explaining with reference to](#) relevant theoretical or abstract ideas

Outcome 2

The learner will:

2 Evaluate religious and non-religious responses to contemporary moral questions, by:

- 2.1 Explaining one possible consequence of a religious and a non-religious response to a contemporary moral question, in depth and [explaining with reference to](#) relevant theoretical or abstract ideas
- 2.2 Explaining [a key strength](#) and [a key weakness](#) of a religious and a non-religious response to a contemporary moral question, in depth and [explaining with reference to](#) relevant theoretical or abstract ideas
- 2.3 Expressing a detailed, reasoned and well-structured viewpoint on the question, explaining supporting evidence and responding to contrasting viewpoints

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.

Assessment evidence can be drawn from a variety of activities and presented in a variety of format including, for example, presentations, posters, brief written responses to questions, or participation in group tasks. All of the evidence does not need to come from the 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, Units or Course as a whole by combining assessment holistically.

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

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

Exemplification of assessment is provided in *Unit Assessment Support*.

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

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: April ~~2012~~2014 (version 1.01)

Superclass: ~~to be advised~~DD

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Minor alteration to wording within Assessment Standards: 'Explaining' relevant abstract or theoretical ideas re-worded to 'with reference to' relevant abstract or theoretical ideas; 2.2 amended to singular strength and weakness.	Qualifications Development Manager	April 2014

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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*.

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