

National Unit Specification: general information

UNIT Morals and Rules (Access 1)

CODE F145 07

SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level'. The Unit aims to help candidates to develop a basic understanding of rules and morality in relation to everyday life. The Unit is also designed to give candidates an understanding of rules relating to one main world religion. This Unit is designed for candidates who are in a supported learning environment.

OUTCOMES

- 1 Demonstrate a basic understanding of a rule in an everyday context.
- 2 Demonstrate a basic understanding of a rule in a religious context.
- 3 Demonstrate an awareness of right and wrong in a moral context.

RECOMMENDED ENTRY

Entry to this Unit is at the discretion of the centre and as this is an introductory Unit, no prior knowledge is required.

CREDIT VALUE

1 credit at Access 1 (6 SCQF credit points at SCQF level 1*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

CORE SKILLS

There is no automatic certification of Core Skills or Core Skills components in this Unit.

Administrative Information

Superclass: DE

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National Unit Specification: statement of standards

UNIT **Morals and Rules (Access 1)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate a basic understanding of a rule in an everyday context.

Performance Criteria

- (a) Identify one rule that applies to own everyday life.
- (b) State the reason for this rule in everyday life.

OUTCOME 2

Demonstrate a basic understanding of a rule in a religious context.

Performance Criteria

- (a) Name one major world religion.
- (b) Identify one rule from that religion.
- (c) State the reason for the rule.

OUTCOME 3

Demonstrate an awareness of right and wrong in a moral context.

Performance Criteria

- (a) Identify one action that is right in a moral context.
- (b) Identify one action that is wrong in a moral context.

Evidence Requirements

Written and/or oral and/or performance evidence to show that the candidate can:

- ◆ identify one rule that applies to their everyday life and state the main reason for the rule;
- ◆ name one major world religion, identify one rule within that religion and state the main reason for the rule;
- ◆ identify one action that is morally right and one action that is morally wrong.

The candidate should be allowed to provide evidence by the use of his or her normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word processing, signing, lip reading, Braille, computer assisted communication.

National Unit Specification: support notes

UNIT Morals and Rules (Access 1)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a freestanding Access 1 Independent level Unit.

The Unit should be integrated into everyday centre activities whenever possible. A variety of contexts could be used to familiarise the candidate with the idea of rules and also moral awareness, for example, assemblies, visits to a swimming pool, Personal and Social Education lessons, Citizenship activities.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

This Unit lends itself to group work and/or working in pairs, but may be carried out individually with teacher/lecturer-led discussion. Where possible, opportunities should be made in the everyday life of the classroom to point out the differences between right and wrong in a moral context. Candidates should be encouraged to develop their decision-making skills in relation to moral decisions. This Unit aims to help candidates realise that they have a choice in how to act in different moral situations.

Candidates should be encouraged to listen to the views of others and to respect these. Undertaking this Unit may help individual candidate's interpersonal relationships in class. Teachers/lecturers could encourage candidates to develop a sympathetic attitude to the beliefs, values and attitudes of others. Role play exercises may be appropriate for some candidates.

Case studies could be used to promote discussion. The class could be encouraged to act out a play which illustrates a moral dilemma. This could be recorded on audio or videotape. A visit from a drama group might allow candidates to experience looking at a situation from a different point of view.

School/College Community

The school community would be the most familiar and candidates could be given the opportunity to look at the different rules that may be in place for different parts of the school eg rules in the classroom, rules in the dining room/canteen, rules in the Home Economics department.

National Unit Specification: support notes

UNIT Morals and Rules (Access 1)

Local Community

Candidates could be given the opportunity to share their knowledge of any rules that may be familiar to them. The rules shared by candidates could perhaps be used to make a display which could encourage candidates to work individually or as a member of a group.

The following rules for different activities could be studied:

- ◆ rules for the swimming pool
- ◆ rules for crossing the road
- ◆ rules for different sports

Teachers/lecturers could use local newspaper articles on the crimes that may have taken place in the area. This could perhaps be extended by a visit to the local police station or by inviting the police into the centre to give a talk on crime in the area.

Teachers/lecturers could encourage candidates through discussion to understand that there is a need for rules in the local community and a need for rules in general. Teachers/lecturers could take the opportunity to link the work undertaken in this Unit to any work being undertaken on citizenship.

A Religious Community

Teachers/lecturers could, through group discussion, determine whether candidates are familiar with the rules of any religion. Candidates could be encouraged to act out any of the rules that could be easily dramatised. Other activities could include making models or designing posters relating to the religion identified by candidates or relating to the religion chosen in Outcome 2. Teachers/lecturers could take candidates to visit an associated place of worship which could add to their learning experience and provide an opportunity to discuss the rules associated with that religion.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should be allowed to use his/her normal mode of communication while undertaking the assessment.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to candidates undertaking the required Unit assessment which is recorded for assessment purposes. Teachers/lecturers may give the candidate advice and support during formative assessment in order to prepare them for the formal Unit assessment. Centres should use assessment that is appropriate to the candidate and to the setting.

A variety of assessment methods could be used to elicit appropriate responses. Evidence could be generated from oral and/or written responses or, if drama is used to illustrate a moral situation, by performance. Where necessary, video or photographic evidence may be used as evidence. Pictorial assessment could be used to gather evidence for candidates by allowing them to indicate the correct response from a choice of pictures by arranging, selecting or matching.

National Unit Specification: support notes

UNIT **Morals and Rules (Access 1)**

Records of all assessment instruments used and evidence produced by each candidate should be retained for verification purposes. As candidate evidence may be generated by written and/or oral and/or performance evidence for this Unit, records should be kept of candidate performance. These could be in the form of checklists completed by a responsible person observing the performance or recording the answers to questions, or they may also be in the form of video or audio recordings of candidate performance. All checklists must be signed and dated by the assessor as an accurate record of the work of the named candidate.

CANDIDATES WITH DISABILITIES AND/OR ADDITIONAL SUPPORT NEEDS

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

OUTCOME 1

Assessment Exemplar

Note: This assessment is offered as a guide. Teachers/lecturers may devise their own assessment in the format most appropriate to the needs of their candidates.

PC (a) Give an example of one rule that you know

PC (b) Give a reason for this rule

Record of Assessment

MORALS AND RULES OUTCOME 1	
Name of Candidate	
Candidate has named the rule	YES / NO
Candidate has given a reason for this rule	YES / NO
Candidate has successfully completed this Outcome	YES / NO
Signature of Assessor	
Date	

OUTCOME 1

Assessment Exemplar

Note: This assessment is offered as a guide. Teachers/lecturers may devise their own assessment in the format most appropriate to the needs of their candidates.

PC (a) Give an example of one rule that you know

Cross the road when you see the green man

PC (b) Give a reason for this rule

It means that the cars have stopped and it is safe to cross

Record of Assessment

MORALS AND RULES OUTCOME 1	
Name of Candidate	David West
Candidate has named the rule	YES / NO
Candidate has given a reason for this rule	YES / NO
Candidate has successfully completed this Outcome	YES / NO
Signature of Assessor	<i>John Smith</i>
Date	21st January 2007

OUTCOME 2

Assessment Exemplar

Note: This assessment is offered as a guide. Teachers/lecturers may devise their own assessment in the format most appropriate to the needs of their candidates.

PC (a) Name a religion that you have studied

PC (b) Give an example of one rule that you know from that religion

PC (c) Give a reason for this rule

Record of Assessment

MORALS AND RULES OUTCOME 2	
Name of Candidate	
Candidate has named the religion	YES /NO
Candidate has named the rule	YES /NO
Candidate has given a reason for this rule	YES/NO
Candidate has successfully completed this Outcome	YES/NO
Signature of Assessor	
Date	

OUTCOME 2

Assessment Exemplar — Judaism

Note: This assessment is offered as a guide. Teachers/lecturers may devise their own assessment in the format most appropriate to the needs of their candidates.

PC (a) Name a religion that you have studied

Judaism

PC (b) Give an example of one rule that you know from that religion

Do not steal

PC (c) Give a reason for this rule

People become unhappy when their things are stolen

Record of Assessment

MORALS AND RULES OUTCOME 2	
Name of Candidate	David West
Candidate has named the religion	YES / NO
Candidate has named the rule	YES / NO
Candidate has given a reason for this rule	YES / NO
Candidate has successfully completed this Outcome	YES / NO
Signature of Assessor	<i>John Smith</i>
Date	21st April 2007

OUTCOME 3

Assessment Exemplar

Note: This assessment is offered as a guide. Teachers/ lecturers may devise their own assessment in the format most appropriate to the needs of their candidates.

THINK ABOUT THIS SITUATION:

PC (a) What is the right thing to do in that situation?

PC (b) What is the wrong thing to do in that situation?

Record of Assessment

MORALS AND RULES OUTCOME 3	
Name of Candidate	
Candidate stated the right thing to do in this situation	YES / NO
Candidate stated wrong thing to do in this situation	YES / NO
Candidate has successfully completed this Outcome	YES / NO
Signature of Assessor	
Date	

OUTCOME 3

Assessment Exemplar

Note: This assessment is offered as a guide. Teachers/ lecturers may devise their own assessment in the format most appropriate to the needs of their candidates.

THINK ABOUT THIS SITUATION:

One of your classmates slips and falls and drops the pile of books she's carrying. The rest of the group around her laughs.

PC (a) What is the right thing to do in that situation?

The right thing to do would be to help her up and help her to gather her books

PC (b) What is the wrong thing to do in that situation?

The wrong thing would be to join in laughing at her

Record of Assessment

MORALS AND RULES OUTCOME 3	
Name of Candidate	David West
Candidate stated the right thing to do in this situation	YES / NO
Candidate stated wrong thing to do in this situation	YES / NO
Candidate has successfully completed this Outcome	YES / NO
Signature of Assessor	<i>John Smith</i>
Date	3rd May 2007