

## National Unit Specification: general information

**UNIT** Understanding Religious Festivals: Judaism (Access 1)

**CODE** F149 07

### SUMMARY

This Unit is part of a suite of Access 1 Units described as 'Independent level'. The Unit has been designed to introduce candidates to a religious festival that forms part of the Jewish religion. The Unit is designed for candidates who are in a supported learning environment.

### OUTCOMES

1 Demonstrate an understanding of a festival from Judaism.

### 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 level (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.

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### Administrative Information

**Superclass:** FB

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## **National Unit Specification: statement of standards**

### **UNIT**      Understanding Religious Festivals: Judaism (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 an understanding of a festival from Judaism.

#### **Performance Criteria**

- (a) Name the festival from Judaism.
- (b) Identify two aspects of the festival.
- (c) Perform one activity that relates to the festival.

#### **Evidence Requirements**

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

For PC (a) name the festival.

For PC (b) identify two aspects, features or artefacts associated with the festival.

Performance evidence may be recorded on an observation checklist to show that the candidate can:

For PC (c) perform one activity relating to the festival.

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 Understanding Religious Festivals: Judaism (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. However, this Unit could be taught in conjunction with the Access 1 Independent level Unit *Morals and Rules*. The content of the Unit gives candidates the opportunity to explore religious festivals in the Jewish religion and to gain an understanding of the artefacts, aspects or features and activities associated with Jewish festivals. Candidates could also be given the opportunity to find out about the celebrations that are an integral part of belonging to and practising the Jewish faith.

#### GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should have the opportunity to work individually, in pairs or in groups. It may be possible for the delivery of the Unit to be integrated with other Access 1 level Units.

Teachers/lecturers should give candidates the opportunity to participate in activities, experiences and tasks that are suited to their needs. This Unit lends itself to a sensory approach and role play may also be appropriate for some candidates.

The learning and teaching approaches used should encourage candidates to be aware of their attainment and help them transfer the skills into other contexts. It is envisaged that the candidate would be given a high degree of teacher/lecturer support while undertaking the Unit. At this level it is acceptable for the teacher/lecturer to prompt candidates while they are demonstrating certain aspects of completing the task.

Candidates should be introduced to a number of concrete examples of festivals and celebrations at a level that is appropriate for their needs. Teachers/lecturers could begin by discussing festivals (religious and non-religious) with which the candidates may be familiar.

Examples of religious festivals and celebrations could include:	
<b>Judaism</b>	Passover
	Channukah (Hannukah)
	Sukkot (Harvest)

Examples of non-religious festivals and celebrations could include:	
New Years Day	
Guy Fawkes' Night	
Halloween	
Mother's Day/Father's Day	
Birthday	
New Year's Day	

## **National Unit Specification: support notes (cont)**

### **UNIT            Understanding Religious Festivals: Judaism (Access 1)**

The above lists are neither prescriptive nor exhaustive but are merely offered as an example of the most common Jewish religious festivals and celebrations and non-religious festivals and celebrations with which candidates may be familiar and which could be used to contribute to the enrichment of the learning experience for candidates. Calendars of religious festivals and celebrations may be available online to download.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

This Unit can be assessed in several ways depending on the candidate. The candidate should be allowed to use his or her normal mode of communication while undertaking the assessment.

Teachers/lecturers should provide adequate opportunities for formative assessment to take place prior to the candidate undertaking the required Unit assessment, which is recorded for assessment purposes. Teachers/lecturers may give candidates 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.

Practical activities should be used to gather evidence. Teacher/lecturers may use various means of recording evidence for the assessment, for example, observation checklists, written/audio recordings, video/photographic evidence or oral responses recorded by a responsible adult.

For PC (a) candidates may use oral, written or pictorial communication to name the festival.

For PC (b) candidates could identify two aspects, features or artefacts that are integral to the festival through oral communication, written communication or pictorially by matching, pairing, placing artefacts in the correct manner. This need not be completed at the same time. This can take place on two separate occasions.

For PC (c) performing one activity related to the festival should be a practical activity based on the activities/tasks that may have already been undertaken during the learning and teaching process.

Candidates should have opportunities to participate in activities, experiences and tasks suited to their needs. A multi-sensory approach could be taken as one of the learning approaches/experiences. Teachers/lecturers could use music, material /clothes, artefacts, candles, incense, food etc to form part of the learning experience. Teachers/lecturers could arrange a visit to a religious building where artefacts connected with the festival could be seen in situ.

In relation to the Jewish festival of Passover candidates could gather evidence by:

- ◆ enacting a Passover meal — lay the table, placing the foods in the Seder plate
- ◆ making a Seder plate (photocopies of foodstuffs could be glued on or pupils could paint/draw foodstuffs)
- ◆ selecting the correct food for the festival
- ◆ enacting Moses leading the Jews from Egypt

## **National Unit Specification: support notes (cont)**

### **UNIT            Understanding Religious Festivals: Judaism (Access 1)**

In relation to the Jewish festival of Sukkot candidates could gather evidence by:

- ◆ making shelters/booths
- ◆ decorating shelters/booths with leaves, branches (real/made) and inside with fruit
- ◆ eating a meal in the shelter/booth

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 performance evidence for this Unit, records should be kept of each candidate's performance. This evidence 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](http://www.sqa.org.uk)).

## Assessment Exemplar

**Notes.** This example is offered as a guide and illustrates an assessment for Passover.

Candidate's name ..... Class ..... Session.....

### PC (a) Name the festival from a world religion

Teacher asks 'What is the name of the festival?'

Candidate replies

### PC (b) Identify correctly two aspects of the festival

The teacher has laid out artefacts that have been used as part of the learning and teaching process for this Unit.

Candidate identifies two aspects of the festival:

(i).....

(ii).....

### PC (c) Perform one task related to the festival

.....performs one task

The teacher/lecturer records below what she/he observed.

PC (a) ..... correctly named the festival.

PC (b) ..... selected two artefacts

(i) ..... (ii).....

PC (c) ..... Has performed one task associated with the festival.

The candidate has successfully completed this Unit.

Teacher/lecturer signature ..... Date .....

## Assessment Exemplar

**Notes.** This example is offered as a guide and illustrates an assessment for Passover.

Candidate's name — *Carol Jackson*      Class 2B      Session 06/07

### **PC (a) Name the festival from a world religion**

Teacher asks Carol 'What is the name of the festival, Carol?'  
Carol replies 'Passover'.

### **PC (b) Identify correctly two aspects of the festival**

The teacher has laid out artefacts that have been used as part of the learning and teaching process for this Unit.

- (i) Carol selects the Seder plate and places two articles of food in the correct section
- (ii) Carol selects candle holders and places the candles in the candle holders.

Carol selects the Seder plate and candle holders and candles.

### **PC (c) Perform one task related to the festival**

Carol has decorated a Seder plate and tells the teacher that it is used at the meal. She has glued the pre-cut sections into the correct places on the plate and has decorated the plate appropriately. (A photo of the plate may be kept as evidence)

The teacher/lecturer records below what she/he observed.

PC (a) Carol correctly named the festival.

PC (b) Carol selected two artefacts

- (i) Seder Plate                      (ii) candle holders and candles

PC (c) Carol has performed one task associated with the festival.  
Carol made a Seder plate.

The candidate has successfully completed this Unit.

Teacher/lecturer signature      *John Smith*                      Date 15/11/06 .....