



National 2
Unit
Specification



RME: Investigating Morality (National 2)

SCQF: level 2 (6 SCQF credit points)

Unit code: H8M5 72

Unit outline

The general aim of this Unit is to provide opportunities for learners to develop an understanding of morality and the processes involved in making moral decisions.

Learners who complete this Unit will be able to:

- 1 Demonstrate a basic understanding of morality.
- 2 Demonstrate a basic understanding of how moral behaviour affects other people.

The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provide 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*.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, relevant experiences and outcomes may provide an appropriate basis for doing this Unit.

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 Demonstrate a basic understanding of morality by:

- 1.1 Identifying the main terms relating to moral behaviour
- 1.2 Using moral terms to describe behaviour

Outcome 2

The learner will:

2 Demonstrate a basic understanding of how moral behaviour affects other people by:

- 2.1 Identifying an appropriate course of action for a given context
- 2.2 Identifying the consequences of a moral action for a given context

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 may be presented for individual Outcomes or it may be gathered for the Unit as a whole through integrating assessment for both Outcomes. If the latter approach is used, it must be clear how the evidence covers each Outcome.

For Outcome 1, evidence is required which demonstrates the learner's identification of main terms relating to moral behaviour. Evidence is also required which demonstrates the learner has used moral terms to describe behaviour.

For Outcome 2, evidence is required which demonstrates the learner's identification of an appropriate course of action and the consequences of a moral action for a given context.

It is expected that learners will receive support to achieve the Outcomes of this Unit.

For this Unit, evidence could include audio and/or audio-visual files recorded on CD and/or DVD, printed materials, observation checklists, logs, recorded oral responses, photographic evidence, video evidence, or their equivalent. Assessors should be confident that there is sufficient evidence to support their judgement that the Assessment Standards have been met. Evidence may be gathered using the learner's usual means of communication.

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

1.3 Listening and talking

4 Employability, enterprise and citizenship

4.6 Citizenship

5 Thinking skills

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 as 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: January 2015 (version 1.0)

Superclass: DD

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.

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