

**RELIGIOUS, MORAL AND
PHILOSOPHICAL STUDIES**
Intermediate 1

First edition – published 2005

National Course Specification

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

COURSE CODE C213 10

COURSE STRUCTURE

This Course has three mandatory Units which are:

DM3K 10	<i>World Religion (Intermediate 1)</i>	1 credit (40 hours)
DM3L 10	<i>Morality in the Modern World (Intermediate 1)</i>	1 credit (40 hours)
DM3M 10	<i>Existence of God (Intermediate 1)</i>	1 credit (40 hours)

All Courses include 40 hours over and above the 120 hours for the Units. This may be used for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Religious Studies at Grade 5 or 6
- ◆ An Access 3 Religious, Moral and Philosophical Studies Unit
- ◆ A social subject at Access 3

PROGRESSION

This Course or its Units may provide progression to:

- ◆ Intermediate 2 Religious, Moral and Philosophical Studies or Philosophy
- ◆ Further Education Courses which include the study of religious, moral and/or philosophical issues
- ◆ Training or employment

Administrative Information

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National Course Specification (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

CREDIT VALUE

Intermediate 1 Course in Religious, Moral and Philosophical Studies is allocated 24 SCQF credit points at SCQF level 4.

SCQF points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification 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 Course.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

RATIONALE

Scottish society has, in large part, been shaped by its Christian heritage and influenced by the many world faiths which are followed by its citizens today. Non-religious philosophical traditions have also played an important role in this process. As a result, the people of Scotland today hold a wide range of beliefs and values which reflect this rich diversity of influence. Contemporary Scottish society can therefore accurately be described as both multi-faith and multi-cultural. In such a society, it is of vital importance that each person has the opportunity to explore and strengthen his/her own beliefs and values in an atmosphere of tolerance and respect. This atmosphere can only be fostered if individuals also have understanding and appreciation of the different beliefs and values which others hold. Recognition of shared values and goals strengthens individual communities and society as a whole: appreciation and tolerance of difference enriches society and the lives of all its members.

The opportunity for individuals to explore their own beliefs and values, and to develop an appreciation of the beliefs and values of others, is an important aspect of Scottish Primary and Secondary Education. For this reason, *Religious and Moral Education* is part of the Core curriculum for all pupils from P1-S4. The Intermediate 1 *Religious, Moral and Philosophical Studies* Course provides certificated progression in the Upper Secondary School. Candidates who study this Course continue to develop the knowledge and skills they have acquired as part of the Core curriculum. The Course also provides progression for those who have a *Religious Studies* Standard Grade at Foundation level. It is suitable for delivery in Further Education Institutions and is appropriate for adult students who have an interest in religious, moral and philosophical issues.

Candidates who gain a Course award will be in an ideal position to continue their studies of religious, moral and/or philosophical issues at Intermediate 2. Those who choose to progress to study alternative subjects will also benefit: developing basic analytical and evaluative skills is an important part of the Intermediate 1 *Religious, Moral and Philosophical Studies* Course and these skills are of relevance in a wide range of subject areas. All candidates will also be in an ideal position to develop as mature members of society who can contribute from a position of understanding, tolerance and respect for others.

The Course consists of three mandatory Units. The *World Religion* Unit involves an introductory study of how the human condition, the goals of existence and the means of achieving these goals are understood in one religious tradition. In the *Morality in the Modern World* Unit candidates develop knowledge and understanding of both religious and non-religious viewpoints on contemporary moral issues. The third Unit, *Existence of God*, involves an introductory study of classical philosophical arguments relating to the question of the existence of God as well as traditional and contemporary treatments of these arguments.

AIMS

The Course aims to allow candidates to:

- ◆ begin to develop a philosophical approach to the study of beliefs, values and issues which are of importance in the world today
- ◆ develop knowledge and understanding of the main beliefs and values of one world religion
- ◆ develop the ability to investigate the contribution which sacred writings, symbols and practices make to an understanding of religious beliefs
- ◆ develop the ability to understand the way in which religious beliefs and values affect the lives of believers

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

- ◆ develop skills which can be applied to the study of the beliefs and values of a variety of world religions
- ◆ develop knowledge and understanding of moral, philosophical and theological issues which arise from religious and non-religious beliefs
- ◆ examine their own beliefs and those of others
- ◆ understand the reasons for ideas, arguments and viewpoints which may conflict with their own
- ◆ express opinions about religious, moral and philosophical issues and present these in a reasoned manner
- ◆ engage personally with a range of important questions and issues in order to inform their own beliefs and values in a way which contributes to personal and social development.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

COURSE CONTENT

The Course consists of three mandatory Units (*World Religion, Morality in the Modern World and Existence of God*). Although the content of each component Unit does not presuppose knowledge acquired in the other Units, there are significant opportunities to integrate both knowledge and skills while studying the Course. Whenever an opportunity to integrate knowledge and skills across the Units arises, candidates should be made aware of this and encouraged to maximise this potential. Detailed guidance on opportunities for integration and development can be found in the 'Guidance on Learning and Teaching Approaches for the Course' in this Course specification.

A detailed summary of the content of each Unit appears below:

1. World Religion (Intermediate 1)

In this Unit candidates study the main beliefs of one world religion in relation to questions about the human condition, the goals of existence and the means of achieving these goals. Candidates study one religion from a choice of six. The relevant religions are:

- ◆ Buddhism
- ◆ Christianity
- ◆ Hinduism
- ◆ Islam
- ◆ Judaism
- ◆ Sikhism

Questions about the human condition, the goals of existence and the means of achieving these goals are studied in the framework of three Organising Principles. One question relates to each Organising Principle. All questions must be addressed from the perspective of the chosen world religion. The Organising Principles and relevant questions are outlined below:

Organising Principle	Question
1. The Human Condition	What is the human condition?
2. The Goals	What are the goals of existence?
3. The Means	How are the goals achieved?

Each World Religion has its own answer to each question. The answer given is dependant on the central beliefs held by followers of that religion. These beliefs are expressed through the sacred writings, symbols and practices which are distinctive to the religion. Candidates will therefore not only study the central beliefs which relate to each question but also the traditional stories, symbols or practices used by members of the religious community to express their beliefs.

Questions in Unit and Course assessment will sample across the mandatory content in relation to each world religion. It is therefore of vital importance that candidates cover all mandatory aspects for the chosen religion. A summary of answers and all mandatory content can be found in the Appendix at the end of this Unit.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

Knowledge and understanding of the main beliefs of one world religion are important aspects of this unit. The ability to describe the sacred writings, symbols and/or practices which members of the religious community use to express these beliefs is also required. However, care must be taken to avoid a wholly abstract study of religious beliefs which makes no reference to the lives of members of religious communities. For this reason, candidates must reach conclusions about the benefits believers experience as a result of following their particular faith.

2. Morality in the Modern World (Intermediate 1)

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. Two different viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief are also studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area from a choice of four. The optional areas of study are summarized below. All candidates must study **both issues** in the chosen area:

Area	Prescribed Issues
<i>Gender</i>	1. Gender Stereotyping 2. Economic Issues
<i>International Issues</i>	1. Globalisation 2. International Aid
<i>Medical Ethics</i>	1. Genetic Engineering 2. Euthanasia
<i>War and Peace</i>	1. Responses to War 2. Modern Armaments

Questions in Unit and Course assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the Unit in the chosen area. The areas of study, prescribed issues, mandatory content to be covered in relation to each issue and the acceptable range of viewpoints are outlined in the Appendix at the end of the Unit specification.

The different viewpoints which are guided by religious belief must be from the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. The two viewpoints chosen can be from **the same or two different** world religions. Sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate religious viewpoints on specific moral issues.

Viewpoints which are independent of religious belief should be those held by non-religious moral philosophers or internationally/nationally recognised organisations. Named organisations or philosophers are not prescribed. Centres are therefore free to select appropriate viewpoints in light of the resources available and the range of candidates studying the course. A list of appropriate philosophers and organisations which are relevant to each issue appears in the Support Notes at the end of the Statement of Standards for this Unit.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

3. Existence of God (Intermediate 1)

In this Unit Candidates develop the knowledge and skills necessary to understand religious beliefs and classical philosophical arguments which are relevant to the existence and nature of God. Knowledge and skills are developed through an investigation of the First Cause and Design arguments for God's existence and the Freewill Defence in relation to the Problem of Evil. Objections to these arguments and replies to these objections are also studied.

A summary of the areas of study appears below and **all candidates must study all three areas:**

Area 1 – The Universe as Evidence of God's Existence

Religious Belief:	God as Creator: the universe was created by God
Philosophical Argument:	The First Cause Argument
Objections	1 traditional objection plus Big Bang theory

Area 2 – The Apparent Design in the Universe as Evidence of God's Existence

Religious Belief:	God as Purposeful Creator: all life is created by God with a definite purpose and goal
Philosophical Argument:	The Design Argument
Objections	1 traditional objection plus evolutionary theory

Area 3 – Evil and Suffering in the World as Evidence that God does not Exist

Religious Belief:	The Nature of God: All-powerful and All-loving
Philosophical Argument:	The Freewill Defence
Objections	1 traditional objection plus the waste and suffering involved in the process of evolution

All content for this Unit and all areas of study are mandatory. Questions in Unit and Course assessment will sample across the Unit content. It is therefore of vital importance that candidates cover all mandatory aspects of the Unit. A detailed outline of the areas of study and all mandatory content can be found in the Appendix at the end of the Unit Specification.

In each area candidates must study at least **one** traditional philosophical objection to each argument and the relevant religious reply. A major reason for the decline in the force of these arguments was the development of scientific methods and theories. Scientific theories offered persuasive alternative explanations for the existence of the universe and the apparent design in nature. They also suggested that waste and suffering were inherent features of natural evolution. For this reason, candidates must **also** study how Big Bang and Evolutionary theory impacted upon the force of these arguments.

Summaries of the ideas of specific theologians and philosophers should be used to illustrate objections and replies. Named individuals or texts are not prescribed. Centres are therefore free to select specific objections and replies in light of the resources available and the range of candidates studying the Course. A list of appropriate theologians and philosophers appears in the Support Notes at the end of the Statement of Standards for this Unit.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

ASSESSMENT

To achieve the Course award the candidate must pass the Units as well as the Course assessment. The candidate's grade is based on the Course assessment.

Assessment objectives

The aim of both Unit and Course assessment is to allow candidates to demonstrate competence in the following areas:

Knowledge and understandings of:

- ◆ the answers of one world religion to questions about the human condition, the goals of existence and the means of achieving these goals
- ◆ the central beliefs of one world religion which relate to these questions
- ◆ traditional stories and practices which illustrate religious beliefs
- ◆ specific moral issues
- ◆ viewpoints which are guided by, and viewpoints independent of, religious belief
- ◆ differences between viewpoints on moral issues
- ◆ religious beliefs and classical philosophical arguments cited in support of these beliefs
- ◆ objections and replies to classical philosophical arguments.

The skills of Analysis and Evaluation with reference to:

- ◆ religious beliefs and practices
- ◆ viewpoints on specific moral issues
- ◆ objections and replies to classical philosophical arguments.

Allocation of Marks:

A summary of the relative weighting of marks in Unit and Course assessment appears below:

<i>Type of Assessment</i>	<i>Knowledge and Understanding</i>	<i>Analysis and Evaluation</i>
Unit Assessment	70% of the marks available	30% of the marks available
Course Assessment	60% of the marks available	40% of the marks available

Unit assessment

Satisfactory evidence of the attainment of all Outcomes and Performance Criteria for each Unit is in the form of written and/or recorded oral responses to structured questions. To maintain reliability and credibility assessment evidence is produced under supervision, ensuring that it is the candidate's own work. The evidence is in the form of a closed-book test with a time limit of one hour.

Further details about Unit assessment for this Course can be found in the NAB materials and in the Unit Assessment Specifications.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

Course assessment

Attainment in the Course is assessed through an individual candidate's performance in a final exam. The exam is in the form of a question paper with three Sections. Each Section contains questions in relation to each of the mandatory Units in the Course. The total marks available for each question is 20. The time allocation for the external exam is 1 hour 30 minutes.

Candidates are required to attempt structured restricted response questions which sample across the content of the Course.

Further details of the Course assessment are given in the Course Assessment Specification and in the Specimen Question Paper.

Link between Unit and Course assessment / added value

Individual Unit assessment instruments allow candidates to demonstrate a level of knowledge and understanding of religious, moral and/or philosophical concepts and issues which is appropriate for attaining a Unit award at Intermediate 1. They also allow candidates to demonstrate the ability to analyse and evaluate these concepts and issues in a philosophical manner.

When completing the Course assessment candidates have the opportunity to demonstrate the greater level of attainment appropriate for a graded Intermediate 1 Course award by:

- demonstrating the ability to answer questions relating to all Units on a single occasion
- demonstrating the long-term retention of knowledge and skills
- demonstrating a greater depth and breadth of knowledge and understanding
- answering questions in which the more complex skills of analysis and evaluation attract a higher proportion of the marks available
- applying and adapting basic elements of the skills of analysis and evaluation in a variety of contexts
- demonstrating the ability to integrate knowledge and skills across the component units

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

GRADE DESCRIPTIONS AT A AND C

The candidate's grade will be based on the total score obtained from the Course assessment. The descriptions below indicate the nature of achievement required for an award at Grade C and A in the Course.

Skills	Grade C	Grade A
Knowledge and Understanding	<p>answers, beliefs, sacred writings and practices, moral issues and viewpoints or classical philosophical arguments in relation to 1 area of mandatory content for each Unit are described briefly</p> <p>differences in viewpoints, and objections and replies to arguments are described briefly</p> <p>some (but not all) of the main aspects of the relevant areas above are covered in the description</p> <p>the description is mainly clear and largely accurate</p>	<p>answers, beliefs, sacred writings and practices, moral issues and viewpoints or classical philosophical arguments in relation to more than 1 area of mandatory content, when applicable, for each Unit are described in detail</p> <p>differences in viewpoints, and objections and replies to arguments are described</p> <p>the main aspects of the relevant areas above are covered in the description</p> <p>the description is clear, accurate and presented in a well-structured manner</p>

Skills	Grade C	Grade A
Analysis and Evaluation	<p>1 or more reasons for beliefs and practices, differences in viewpoints or objections to arguments are explained briefly</p> <p>conclusions about a benefit or a difficulty experienced by followers of a particular religion are stated briefly (WRU)</p> <p>a strength or a weakness of moral viewpoints or replies to objections to arguments are explained</p> <p>an opinion about moral viewpoints or replies to objections is stated briefly</p> <p>a brief reason is given to support the opinions or conclusions stated</p> <p>the relevant points are mainly clear and largely free from inaccuracy</p>	<p>2 or more reasons for beliefs and practices, differences in viewpoints or objections to arguments are explained and developed</p> <p>conclusions about the main benefits or difficult experienced by followers of a particular religion are stated in detail (WRU)</p> <p>the main strengths or weaknesses of moral viewpoints, or replies to objections to arguments are explained and developed</p> <p>1 or more opinions about moral viewpoints, or replies to objections are stated in detail</p> <p>1 or more developed reasons are given to support the opinions or conclusions stated</p> <p>the relevant points are clear, free from inaccuracy and presented in a well-structured manner</p> <p>wider aspects of beliefs, viewpoints or arguments may be referred to as part of analysis and evaluation</p> <p>there may be evidence of the integration of knowledge and skills across the Units of the Course</p>

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

ESTIMATES AND APPEALS

Estimates

In preparing estimates, evidence must take account of performance across the Course and must be judged against the Grade Descriptions. Further advice on the preparation of estimates is given in the Course Assessment Specification.

Appeals

Assessment items used to support an appeal should contain all of the following:

- ◆ evidence of long-term retention of knowledge and skills
- ◆ evidence which samples across all Units
- ◆ evidence of the potential to perform tasks which are more complex than those demanded for Unit assessment
- ◆ evidence of the ability to apply and adapt basic elements of the skills of analysis and evaluation in a variety of contexts
- ◆ a clear indication that all the above evidence has been gathered under controlled conditions

Many centres may choose to hold a preliminary exam which conforms to the advice given in the Course Assessment Specification. Evidence generated from such a prelim will be of great value when considering appeals. Where a centre does not hold a prelim, the evidence submitted must clearly sample across all areas of the Course, show evidence of long-term retention and the potential to perform more complex tasks than those demanded for Unit assessment. Instruments of assessment used must conform to the guidelines given in the Course Assessment Specification and clearly show a level of attainment in line with the Grade Descriptions for the course.

Individual NAB items, or their equivalent, do not provide sufficient evidence for estimates and appeals on their own. This is because they:

- ◆ only sample across Unit content
- ◆ do not attract the same proportion of marks for the more complex skills of analysis and evaluation
- ◆ do not require candidates to sample across all Course content on a single occasion.

However, evidence gathered from internal assessment items may contribute to an appeal if this clearly shows a level of attainment in line with the Grade Descriptions for the Course.

Marking schemes which refer to the Grade Descriptions should be included with all evidence submitted in support of an appeal.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

QUALITY ASSURANCE

All National Courses are subject to external marking and/or moderation. External markers, visiting examiners and moderators are trained by SQA to apply national standards.

The Units of all Courses are subject to internal moderation and may also be chosen for external moderation. This is to ensure that national standards are being applied across all subjects.

Courses may be assessed by a variety of methods. Where marking is undertaken by a trained marker in their own time, markers meetings are held to ensure that a consistent standard is applied. The work of all markers is subject to scrutiny by the Principal Assessor. To assist centres, Principal Assessor and Senior Moderator reports are published on SQA's website www.sqa.org.uk

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS COURSE

Setting the Climate for Effective Learning and Teaching

The most important starting-point for the Course will be to provide candidates with information about appropriate expectations and attitudes among the candidates. This will involve making it clear that the Course does not simply involve learning facts about religious, moral and philosophical issues. Candidates should be encouraged to develop a reflective attitude which acknowledges the right of others to express opinions that may conflict with their own. This will, in turn, encourage candidates to express their own opinions with confidence. Candidates should be made aware of the attitudes and skills which will be expected from them before teaching of the course begins. They should understand that they will need to:

- ◆ respect the rights of others to express beliefs, viewpoints and values which they may not share
- ◆ develop the confidence to share their own beliefs, viewpoints and values with others who may not agree with them
- ◆ identify and investigate the important assumptions which underpin their own beliefs and those of others
- ◆ analyse their own beliefs, values and attitudes and those of others
- ◆ review and evaluate beliefs, viewpoints and values
- ◆ come to conclusions about beliefs, viewpoints and values based on the information they have available
- ◆ acknowledge the contributions which the beliefs, viewpoints and values of others make to their own understanding of the world around them.

This can be done in many ways in light of the prior experience of candidates, the range of candidates studying the course and available resources. Teachers and lecturers will need to use their professional judgement. Attitudes cannot be assessed or instilled but can only be encouraged. However, candidates should have a clear idea of the skills and attitudes they should develop during their study of the RMPS (Intermediate 1) Course.

The Order of Delivery of Units: Maximising Opportunities for the Integration and Development of Knowledge and Skills

The preferred order for the delivery of Units is a matter which each centre must decide for itself. This will depend upon the number of staff members who are delivering the Course and the organization of individual timetables. **However, it is strongly recommended that the *World Religion Unit* is studied at the beginning of the course.** This Unit allows candidates to develop knowledge and skills which will be of great benefit when investigating moral viewpoints and religious beliefs in the remaining two Units.

The following models suggest appropriate orders for the delivery of Units and indicate opportunities to integrate and develop knowledge and skills across the Course. Model 1 is suggested in centres where only one staff member is delivering all Units. Model 2 is suggested where two staff members share the delivery of units.

Model 1: Assuming one staff member is delivering all units:

Suggested Order of Delivery	1. <i>World Religion</i>
	2. <i>Morality in the Modern World</i>
	3. <i>Existence of God</i>

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

This model allows the centre to ensure that candidates have a sound knowledge of the beliefs and values of one world religion before studying the other Units. Many aspects of the mandatory content of the *World Religion* Unit are relevant to religious moral viewpoints. In the second Unit, a centre may choose to investigate religious viewpoints on moral issues from the perspective of that same world religion. If this is the case there will be significant opportunities to integrate and develop these aspects of mandatory content. A different religion may be chosen to illustrate religious viewpoints in the second Unit. If this is the case candidates will still have opportunities to integrate and develop the skills they have used in the *World Religion* Unit. These skills will also be further refined and developed through the study of religious beliefs and classical philosophical arguments in the *Existence of God* Unit.

Model 2: Assuming two staff members are delivering units

Suggested Order of Delivery:

Staff Member 1. 1. *World Religion*
 2. *Morality in the Modern World*

Staff Member 2 . 1. *Existence of God*

As with Model 1, there are significant opportunities to integrate both knowledge and skills developed in the *World Religion* Unit when studying religious moral viewpoints in the second Unit. These opportunities will be maximized if the same religion is used to illustrate moral viewpoints and the same member of staff delivers both Units.

Where two members of staff are delivering separate Units, care must be taken to adopt a common approach when developing the skills of analysis and evaluation. This will avoid confusion for candidates and maximize opportunities to develop and refine these skills in the variety of contexts available.

Developing Knowledge and Understanding and the skills of Analysis and Evaluation

There are many ways to promote knowledge and understanding, analysis and evaluation skills. Appropriate methods will, as mentioned above, depend on the prior experience of candidates, the range of candidates studying the course and the resources available. A menu of possible activities appears below. This menu is not exhaustive, but reflects a variety of learning and teaching approaches:

- teacher presentations of information
- teacher led question and answer sessions
- individual study which is reinforced by structured questions
- individual/group/paired work which is focused on the retrieval of information
- feedback sessions from individual/group/paired work which involves recording information, opinions, conclusions and/or reasons
- multiple choice questions - these may be attempted individually, in pairs or in groups - they could be approached in the manner of a formative assessment, quiz, match-up or arranging under correct headings exercises

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

- ◆ true or false activities which require the individual/group/pair to give reasons for the choice of answer
- ◆ visits by external speakers which involve both presentation and feedback
- ◆ structured debates where candidates are required to propose or oppose a motion which may not be in agreement with their personal views
- ◆ visits to information centres, places of worship, community centres or external debates
- ◆ homework exercises which are designed to reinforce or extend activities in the classroom or lecture theatre
- ◆ structured individual/group/paired study of the sources which relate to the beliefs, viewpoints and opinions being investigated
- ◆ attempting past paper questions individually or in groups/pairs
- ◆ feedback from Unit assessments which highlights the achievements and next steps for candidates.

Assessment as an Important Learning and Teaching Opportunity

Unit assessment provides a clear indication of whether or not candidates have achieved the minimum standards required to pass an individual Unit. As such, Unit assessment is summative. However, for candidates who require reassessment and/or intend to attempt the Course assessment, all assessment has a formative value.

In order to make maximum use of assessment, teachers and lecturers need to provide meaningful feedback on all items of Unit and/or end-of-topic assessments. This feedback should highlight areas where candidates have performed well. It should also highlight areas where candidates need additional development. Homework exercises should also be commented on. Feedback should be elicited after all classroom activities and summing-up comments should be made by the teacher or lecturer. The nature of such feedback will depend on the prior experience of candidates, the range of candidates and the resources available.

The Use of the Additional 40 Hours

A summary of the use of the additional 40 hours would comprise:

- ◆ an initial orientation programme outlining the content of the Course and the skills to be developed
- ◆ the provision of additional support and follow-up assessment in order to ensure all outcomes of Units have been achieved
- ◆ engaging in discussion and practice to extend the use of analytical and evaluative skills in a variety of contexts
- ◆ the use of oral or written extended responses. This will help to integrate and extend skills and provide estimated grades.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Course Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

National Course Specification: course details (cont)

COURSE Religious, Moral and Philosophical Studies (Intermediate 1)

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES IN A BROADER CONTEXT

A number of national initiatives and programmes have been designed to promote themes that are important to contemporary society such as citizenship and enterprise. These themes contribute to individual subjects and Courses by making connections beyond the subject boundaries and enrich the learning experience. Similarly, the specialist knowledge and skills developed through study of a particular subject contributes to the understanding of these themes.

Religious, Moral and Philosophical Studies Units and Courses can make a significant contribution to national initiatives and priorities.

In the Intermediate 1 Religious, Moral and Philosophical Studies Course, personal and social development is encouraged, attainment and achievement are promoted and environmental responsibility is encouraged. Social inclusion and equality are embedded. By studying RMPS Units in this Course, students are better equipped to contribute effectively to society and also the world of work.

Personal and Social Development – in all Units, candidates have frequent opportunities to reflect about their own beliefs and values, as well as those of others. All Units therefore make a significant contribution to personal and social development.

Education for Citizenship - this is an initiative which aims to encourage students to participate more fully in the life of Scotland. Intermediate 1 RMPS encourages students to be more aware of political, economic, social and cultural issues which affect Scottish people in the global village. The *Morality in the Modern World* unit asks students to explore local and global issues and the variety of views and options which arise from these issues. Students are encouraged to analyse and evaluate responses to issues in each Unit which makes up the Intermediate 1 Course. All Units also encourage candidates to assess the impact of religious beliefs and values on a person's attitudes, decisions and actions. The *World Religion* Unit also helps students to appreciate the diversity of religious, cultural and ethnic identities within Scotland, across the UK and World wide, and the need for mutual respect, tolerance and understanding.

Candidates are encouraged to discuss and debate in ways that are assertive but also attentive to and respectful of the contributions of others. Candidates make informed decisions which relate to political, community and environmental issues. For example the War and Peace, Crime and Punishment and International Issues options within the *Morality in the Modern World* Unit. This work is an essential part of Education for Citizenship.

Health Education – Religious, Moral and Philosophical Studies can also help candidates develop self awareness and esteem by recognising their individuality and at the same time exploring the attitudes and values of others. The *World Religion* Unit and the *Morality in the Modern World* Unit can help candidates increase their knowledge and understanding of a variety of lifestyles. The range of Options in the *Morality in the Modern World* Unit can lead to discussion of health issues eg Gender Issues and Medical Ethics. The development of analysis and evaluation skills can help candidates to develop decision making skills which will help them foster a more healthy approach to living.

National Unit Specification: general information

UNIT	World Religion (Intermediate 1)
CODE	DM3K 10
COURSE	Religious, Moral and Philosophical Studies (Intermediate 1)

SUMMARY

This Unit is designed to offer progression for candidates who have studied core Religious and Moral Education, Access 3 Religious Moral and Philosophical Studies Units, or Standard Grade Religious *Studies* at Foundation level. Candidates develop the knowledge and skills necessary to investigate religious answers to important questions about the human condition, the goals of existence and the means of achieving these goals. These are developed by studying the answers to specific questions which are found in one religious tradition. The relevant religious traditions are: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism.

Candidates will acquire knowledge and understanding of religious answers to three important questions and the main beliefs which give rise to these answers. Basic elements of the skills involved in analysis and evaluation will be developed by studying the sacred writings, symbols and practices which relate to religious beliefs. Candidates will have frequent opportunities to reflect upon their own beliefs and gain insight from the beliefs of others. This Unit therefore makes a significant contribution to personal and social development.

One of six world religions is studied in this Unit but the skills developed can be used to investigate any religious or philosophical perspective on the human condition, the goals of existence and the means of achieving these goals. This prepares candidates for a study of religious and/or philosophical perspectives at Intermediate 2 and in alternative courses in Further Education Institutions. It also prepares candidates for entry into the world of work in a multi-cultural and multi-faith environment.

OUTCOMES

1. Demonstrate knowledge and understanding of religious beliefs
2. Explain the way in which sacred writings, symbols and practices relate to religious beliefs
3. Express reasoned opinions about the influence of religious beliefs on the lives of members of religious communities

Administrative Information

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National Unit Specification: general information (cont)

UNIT World Religion (Intermediate 1)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Religious Studies at Grade 5 or 6
- ◆ A pass in Religious, Moral and Philosophical Studies Access 3 Unit
- ◆ A social subject at an equivalent level

CREDIT VALUE

1 credit at Intermediate 1 SQA level (6 SCQF credit points at SCQF level 4*)

**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

National Unit Specification: statement of standards

UNIT World Religion (Intermediate 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 knowledge and understanding of religious beliefs

Performance Criteria

- a) Describe the answers of one world religion to specific questions about the human condition, the goals of existence and the means of achieving these goals
- b) Describe the beliefs which give rise to these answers

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 2

Explain the way in which sacred writings, symbols and practices relate to religious beliefs

Performance Criteria

- a) Describe sacred writings, symbols and practices which relate to specific beliefs that are held by members of one world religion
- b) Explain the contribution these make to an understanding of the beliefs

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 3

Express reasoned opinions about the influence of religious beliefs on the lives of members of religious communities

Performance Criteria

- a) Describe the benefits and difficulties believers may experience as a result of following specific beliefs found in one world religion
- b) State opinions about the effects these beliefs have on the lives of followers of this religion
- c) Give reasons to support the opinions expressed

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

National Unit Specification: statement of standards (cont)

UNIT World Religion (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of Content and Context for this Unit are provided in the Appendix at the end of this Unit.

To demonstrate satisfactory attainment of all the Outcomes and Performance Criteria candidates must produce written and/or recorded oral evidence in relation to the human condition, the goals of existence or the means of achieving these goals. The evidence should be in the form of a closed book, supervised test with a time limit of one hour. It should be gathered on a single occasion.

In relation to Outcome 2 all the beliefs studied do not have sacred writings **and** symbols **and** practices associated with them. When this is the case, candidates need only refer to either sacred writings, **or** symbols **or** related practices not all three.

The Unit should be assessed by a two-part test.

In relation to Outcome 3 individual questions should only require candidates to explain **either** benefits **or** difficulties. Candidates should not be required to compare and contrast benefits **and** difficulties.

Question 1 should contain a stimulus and 4-6 related questions which will sample across only 1 Organising Principle. Question 2 should contain a stimulus and 4-6 related questions which sample across one of the remaining Organising Principles.

The questions should allow candidates to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 70% of the marks should be awarded for knowledge and understanding in line with Outcomes 1, 2 and 3. The remaining 30% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

If re-assessment is required, it should sample across a different range of mandatory content.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT World Religion (Intermediate 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

In this Unit candidates study the main beliefs of one world religion in relation to questions about the human condition, the goals of existence and the means of achieving these goals. Candidates study one religion from a choice of six. The relevant religions are:

- ◆ Buddhism
- ◆ Christianity
- ◆ Hinduism
- ◆ Islam
- ◆ Judaism
- ◆ Sikhism

All content in relation to the chosen world religion for this Unit is mandatory. A detailed outline of all mandatory content for each religion can be found in the Appendix at the end of this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The choice of World Religion to be studied is a matter for the professional judgment of the teacher or lecturer in light of the resources available and the prior experience of candidates.

All six religions can also be studied in the Intermediate 2 *World Religion* Unit. If a centre makes the judgement that this level would be more appropriate for a particular candidate, that candidate can be assessed at that level. However, it should be noted that there are significant differences in content and in the skills being assessed. Additional learning and teaching will be required to ensure the successful completion of the *World Religion* Unit at Intermediate 2 level in these circumstances.

For candidates who study this Unit as part of the Intermediate 1 Course, there are significant opportunities to integrate knowledge and/or skills in the remaining two Units.

Knowledge and understanding of religious beliefs can be applied to and developed in the *Morality in the Modern World* Unit. If the religious and moral viewpoints chosen are from the same world religion studied in this Unit there will be significant opportunities to further develop understanding of that religion. The ability to understand and investigate religious beliefs will be of benefit to candidates irrespective of which religion is chosen in the *Morality in the Modern World* Unit.

Basic elements of the skills of analysis and evaluation apply to all Units in the Course. By applying these skills in a variety of contexts candidates will have many opportunities to develop and refine them. Guidance on setting the climate for effective learning and teaching, and a variety of classroom activities, can be found in the 'Approaches to Learning and Teaching' section of the Course Details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must ensure that all Unit assessment is carried out under the stated conditions. The timing of assessment is at the discretion of the centre. However, candidates will develop their knowledge and skills during their study of all mandatory content. This would suggest that appropriate instruments of assessment may best be attempted as an 'end of Unit' test.

National Unit Specification: support notes

UNIT World Religion (Intermediate 1)

An appropriate instrument of assessment is a two-part test. Question 1 should contain a stimulus and related questions which sample across only one Organising Principle. Question 2 should contain a stimulus and 4-6 related questions which sample across one of the remaining Organising Principles. Questions should sample across the mandatory content for the Unit. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 70% of the marks should be awarded for knowledge and understanding in line with Outcomes 1, 2 and 3. The remaining 30% of the marks available should be awarded for analysis and evaluation in line with Outcomes 2 and 3.

Unit assessment is holistic in nature. When reassessment is required individual candidates should therefore attempt a new instrument of assessment in its entirety to ensure that a different range of mandatory content is sampled.

Appropriate instruments of assessment and marking schemes are contained in the National Assessment Bank.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

National Unit Specification: statement of standards: Appendix

UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

In this Unit candidates study the main beliefs of one world religion in relation to questions about the human condition, the goals of existence and the means of achieving these goals. Candidates study one religion from a choice of six. The relevant religions are:

- ◆ Buddhism
- ◆ Christianity
- ◆ Hinduism
- ◆ Islam
- ◆ Judaism
- ◆ Sikhism

Candidates study the main beliefs, sacred writings, symbols and practices which are relevant to each question in the framework of three Organising Principles. There is one question which relates to each Organising Principle. All questions must be addressed from the perspective of the chosen religion. The Organising Principles and relevant questions are outlined below:

Organising Principle	Questions
1. The Human Condition	What is the human condition?
2. The Goal	When are the goals of existence?
3. The Means	How are the goals achieved?

The Organising Principles and Questions provide a useful framework for the study of each religion. This framework can also be used as an effective learning and teaching tool to help candidates organise and reflect on the main aspects of the religion they study. However, care must be taken to avoid distorting candidates' understanding of the religion by over-concentration on this framework. A balanced understanding of the chosen religion will only be achieved through a comprehensive study of beliefs, sacred writings, symbols and related practices. An outline of the relevant answers to each question and all mandatory content can be found at the end of this Appendix.

All content in relation to each world religion is mandatory. Questions in Unit and Course assessment will sample across the mandatory content for the Unit. Centres must therefore ensure that their candidates are familiar with all mandatory content in relation to all three Organising Principles.

Some of the beliefs, sacred writings, symbols and practices studied may be understood in different ways by different members of the chosen world religion. Centres may therefore wish to investigate different interpretations as part of learning and teaching but candidates will only be required to refer to one interpretation when completing Unit and Course assessment.

Knowledge and understanding of the main beliefs of the chosen religion are important aspects of this Unit. The ability to explain these beliefs in relation to traditional stories, symbols and practices is also required. However, care must be taken to avoid a wholly abstract study of religious beliefs which makes no reference to the lives of members of religious communities. For this reason, candidates must express opinions about the influence which the beliefs studied have on the lives of members of the chosen world religion as part of evaluation.

National Unit Specification: statement of standards: Appendix (cont)

UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

A summary of all mandatory content is outlined below:

Buddhism	Question	Answer	Mandatory Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings suffer when they crave for things that do not last.	1. Content: No belief in God Samsara – illustrated through the symbolism of the Wheel of Life. The First Noble Truth – illustrated by the early life of the Buddha and the 4 Sights. The Second Noble Truth – illustrated by the story of Kisagotami.
<i>The Goal</i>	2. What are the goals of existence?	2. The goals of existence are to make progress towards Enlightenment and to finally become Enlightened.	2. Content: Kamma - the natural law of cause and effect; the need to act with loving kindness and compassion during this life; skilful and unskilful actions (examples). The Third Noble Truth – Nibbana; Enlightenment; illustrated by a study of images of the Buddha.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by following the Eightfold Path.	3. Content: The Fourth Noble Truth – the Noble Eightfold Path; focus on Right Intention, Right Speech, Right Action and Right Livelihood. The Five Precepts - in principle and practice in the lives of lay Buddhists; additional precepts illustrated through the lives of Buddhist monks and nuns. Meditation and worship – purpose and practice; the Buddhist shrine.
Christianity	Question	Answer	Mandatory Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings were created good by God but they suffer and die as a result of turning away from God.	1. Content: God – the Creator; illustrated by the account of creation in Genesis 1. The Fall – illustrated by the account of the fall of Adam and Eve. The possibility of forgiveness – illustrated by the parable of the Prodigal Son.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals are to grow in love of God and to enjoy eternal life in the presence of God.	2. Content: Building a relationship with God – illustrated though individual and community prayer. Resurrection and Eternal Life – illustrated by an account of the resurrection of Jesus; the celebration of God’s promise in the festival of Easter. Judgement – heaven and hell; imagery associated with heaven and hell.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved through the suffering and death of Jesus.	3. Content: The significance of Jesus – illustrated by accounts of the birth and death of Jesus. The significance of Baptism – illustrated by infant and adult baptism ceremonies. Following the example and teachings of Jesus – the Good Samaritan; an example of individual action against social injustice.

National Unit Specification: statement of standards: Appendix (cont)

UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Hinduism	Question	Answer	Mandatory Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings suffer when they are ignorant of the true nature of reality.	1. Content: Brahman – one God in many forms; illustrated by a study of the roles and significance of Brahma, Vishnu and Shiva. Samsara – reincarnation and the natural law of karma; the impermanence of all things except the soul; ignorance of the true nature of reality causes suffering.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are to live a good life and eventually to achieve Moksha	2. Content: Dharma – the importance of doing one’s duty during this life; illustrated by a study of the customs and duties associated with the 4 varnas. Moksha – release from samsara after death of the body; realisation of the true nature of reality leads eventually to Moksha.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by following the path of action, loving devotion or knowledge.	3. Content: The three margas – in principle and practice. The four ashramas – appropriate duties and practices associated with different stages in life. The principle of non-violence – illustrated in the life and work of Mahatma Gandhi.
Islam	Question	Answer	Mandatory Content
<i>The Human Condition</i>	1. What is the human condition?	1. Human beings are the highest of Allah’s creation but when they disobey Allah’s will they cause suffering.	1. Content: Allah – Just and Merciful Creator; the Oneness of Allah. Human disobedience – the misuse of freewill; illustrated by the account of the disobedience of Adam. The possibility of repentance and forgiveness – illustrated by the account of the forgiveness and reunion of Adam and Hawwah at Arafat.
<i>The Goals</i>	2. What are the goals of existence?	2. The goals of existence are total obedience to Allah’s will and Paradise as a reward for this obedience.	2. Content: The importance of total submission to the will of Allah throughout life – Tawhid; the principles and practices associated with birth and halal. The Day of Judgment - Paradise as reward and Hell as punishment and an opportunity for change; imagery associated with Paradise and Hell.
<i>The Means</i>	3. How are the goals achieved?	3. The goals are achieved by faithfully observing the five Pillars of Islam.	3. Content: Revelation of Allah’s will – respect shown to the Qur’an and its importance; Muhammad as the Seal of the Prophets; Muhammad’s early life, the revelation at Mount Hira and the Hijra. The Five Pillars – in principle and practice.

National Unit Specification: statement of standards: Appendix (cont)

UNIT World Religion (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Judaism	Questions	Answer	Mandatory Content
The Human Condition	1. What is the human condition?	1. Human beings were created in the image of God but they suffer when they disobey God's will.	1. Content: God – the Creator; illustrated by the account of creation in Genesis 1. Human disobedience – illustrated by the account of the disobedience of Adam and Eve. The possibility of repentance and forgiveness – illustrated through the practices associated with repentance and forgiveness during Rosh Hashanah and Yom Kippur.
The Goals	2. What are the goals of existence?	2. The goals of existence are to remain close to God and to work towards a world of tolerance and peace.	2. Content: The importance of maintaining a relationship with God during life – the role of prayer and symbol (Shema, Mezuzah, Tefillin). The world to come - the Messianic Age. The special responsibility of the Jewish people – illustrated by the account of the covenant with Moses.
The Means	3. How are the goals achieved?	3. The goals are achieved by following the guidelines found in Torah.	3. Content: Torah – the account of the giving of the Torah on Mount Sinai; its nature and importance; the Ten Commandments as moral guidelines for all people. Additional religious responsibilities of the Jewish people – illustrated through Brit Milah; Bar/Bat Mitzvah; Shabbat; Kashrut.
SIKHISM	Questions	Answer	Mandatory Content
The Human Condition	1. What is the human condition?	1. Human beings have an opportunity to reunite with God but they suffer when they ignore God and live self-centred lives	1. Content: God – One, Creator and source of all things; illustrated with reference to the Mool Mantra. Human life - a unique opportunity for reunion with God; transmigration and karma. Separation from God – self-centredness in life wastes the opportunity to reunite with God; illustrated through the story of Bhai Laalo and Malik Bhaago.
The Goals	2. What are the goals of existence?	2. The goals are to make progress towards reunion with God and finally to reunite with God.	2. Content: The importance of remembering God at all times during life – the purpose and practice of Naam Simran; private devotion and worship in the Gurdwara. Reunion with God – Gurmukh; illustrate through Guru Nanak's birth, early life and disappearance at the Bein river; freedom from rebirth after death of the body.
The Means	3. How are the goals achieved?	3. The goals are achieved through prayer, honest work and service to others.	3. Content: The Ten Gurus – focus on Guru Nanak and Guru Gobind Singh. The Guru Granth Sahib – reverence shown in the Gurdwara and home; the importance of the Guru Granth Sahib at all stages of life (birth, marriage and death). Sewa and Simran – examples of service in the Sikh community and wider society; prayer, honest work and sharing with others in principle and practice. The Khalsa as the ideal of Sikhism – the 5 K's and associated religious and social obligations.

National Unit Specification: general information

UNIT	Morality in the Modern World (Intermediate 1)
CODE	DM3L 10
COURSE	Religious, Moral and Philosophical Studies (Intermediate 1)

SUMMARY

This Unit is designed to offer progression for candidates who have studied core Religious and Moral Education, Access 3 Religious, Moral and Philosophical Studies Units, or Standard Grade Religious Studies at Foundation level. Candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for differences of opinion on moral issues.

Candidates will develop knowledge and understanding of two specific contemporary moral issues and viewpoints on each issue which are guided by, or independent of, religious belief. Basic elements of the skills of analysis and evaluation are developed by identifying some of the reasons for differences in these viewpoints. While investigating these issues candidates have frequent opportunities to reflect upon their own moral values and those of others. This Unit therefore makes a significant contribution to personal and social development.

Specific moral issues and viewpoints are studied in this Unit. However the knowledge and skills can be used to investigate a wide range of moral issues and viewpoints. This prepares candidates for a more detailed study of moral issues at Intermediate 2 or in alternative courses in Further Education Institutions. It also prepares candidates for entry into the world of work where an awareness of moral concerns is desirable.

OUTCOMES

1. Demonstrate knowledge and understanding of contemporary moral issues
2. Explain the reasons for differences in viewpoints on contemporary moral issues
3. Express a reasoned opinion about viewpoints on contemporary moral issues.

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National Unit Specification: general information (cont)

UNIT Morality in the Modern World (Intermediate 1)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Religious Studies at Grade 5 or 6
- ◆ A pass in Religious, Moral and Philosophical Studies Access 3 Unit
- ◆ A social subject at Access 3 level

CREDIT VALUE

1 credit at Intermediate 1 SQA level (6 SCQF credit points at SCQF level 4*)

**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

National Unit Specification: statement of standards

UNIT Morality in the Modern World (Intermediate 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 knowledge and understanding of contemporary moral issues

Performance Criteria

- a) Describe specific contemporary moral issues
- b) Describe viewpoints on these issues which are guided by religious belief
- c) Describe viewpoints on these issues which are independent of religious belief

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 2

Explain the reasons for differences in viewpoints on contemporary moral issues

Performance Criteria

- a) In relation to specific moral issues, describe differences between viewpoints which are guided by religious belief and viewpoints which are independent of religious beliefs
- b) Explain the reasons for differences between these viewpoints

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 3

Express a reasoned opinion about viewpoints on contemporary moral issues

Performance Criteria

- a) In relation to specific moral issues, describe perceived strengths and weaknesses of viewpoints which are guided by religious belief
- b) In relation to specific moral issues, describe perceived strengths and weaknesses of viewpoints which are independent of religious belief
- c) State opinions about which of these viewpoints provide the most appropriate responses to these moral issues
- d) Give reasons to support the opinions stated

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

National Unit Specification: statement of standards

UNIT Morality in the Modern World (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of Content and Context for this Unit are provided in the Appendix at the end of the Support Notes.

To demonstrate satisfactory attainment of all the Outcomes and Performance Criteria candidates must produce written and/or recorded oral evidence in relation to one moral issue from the chosen area. The evidence should be in the form of a closed book, supervised test with a time limit of one hour.

The Unit should be assessed by a one-part test which contains a stimulus and 7-10 related questions. The questions should sample across the mandatory content in relation to one specific moral issue. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 70% of the marks available should be awarded for knowledge and understanding in line with Outcomes 1, 2 and 3. The remaining 30% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

In relation to **Outcome 3**, individual questions should only require candidates to describe **either** strengths **or** weaknesses. Candidates should not be asked to compare and contrast strengths **and** weaknesses

If re-assessment is required, it should sample across a different range of mandatory content.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Morality in the Modern World (Intermediate 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

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. Two different viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief are also studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area from a choice of four. Questions in External assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the Unit in the chosen area. The areas of study, prescribed issues, mandatory content to be covered in relation to each issue and the acceptable range of viewpoints, are outlined in the Appendix at the end of these Support Notes.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The choice of area to be studied is a matter for the professional judgment of the teacher or lecturer in light of the resources available and the prior experience of candidates.

The different viewpoints which are dependent on religious belief must be from the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. The two viewpoints chosen can be from **the same or two different** world religions. Summaries of the ideas found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate these viewpoints.

Viewpoints which are independent of religious belief should be those held by non-religious moral philosophers or internationally/nationally recognised organisations. Named organisations or philosophers are not prescribed. Centres are therefore free to select appropriate non-religious viewpoints in light of the resources available and the range of candidates studying the course. A list of appropriate philosophers and organisations which are relevant to each issue appears below:

National Unit Specification: support notes

UNIT Morality in the Modern World (Intermediate 1)

Area	Issue	Viewpoints Independent of Religious Belief
1. Gender	1. Gender Stereotyping	Beijing Platform for Action, British Humanist Association briefings, Independent Television Commission, J.S. Mill, UN 'Convention on Ending All forms of Discrimination Against Women' (CEDAW).
	2. Economic Issues	Beijing Platform for Action, British Humanist Association briefings, J.S. Mill, UN (CEDAW).
2. International Issues	1. Globalisation	Centre for the Development of Global Ethics (Birmingham University), British Humanist Association briefings, the World Bank, the World Trade Organisation, Thomas Hill, Peter Singer, Jonathan Wolff.
	2. International Aid	Oxfam, British Humanist Association briefings, David Crocker, Peter Singer, UN.
3. Medical Ethics	1. Genetic Engineering	British Humanist Association briefings, John Harris, Mary Warnock.
	2. Euthanasia	British Humanist Association briefings, Ronald Dworkin, Voluntary Euthanasia Society for Scotland, Mary Warnock, Jonathan Glover, Peter Singer.
4. War and Peace	1. Responses to War	British Humanist Association briefings, Jonathan Glover, Immanuel Kant, John Stuart Mill, Richard Norman.
	2. Modern Armaments	CND, British Humanist Association briefings, Richard Norman, Immanuel Kant, John Stuart Mill.

Candidates are not expected to have read specific texts or reports by religious leaders individual philosophers, religious/non-religious writers or organisations. Summaries of viewpoints can be found in a range of textbooks on moral issues. The moral issues studied are contemporary in nature and new approaches and sub-issues will arise. The Internet, newspaper/magazine articles, television or radio discussion programmes and public debates will also provide a rich source of information.

All four areas can also be studied in the Intermediate 2 *Morality in the Modern World* Units. If a centre makes the judgement that an Intermediate 1 candidate shows obvious ability at Intermediate 2, this candidate can be transferred easily. However, it should be noted that there are differences in content at Intermediate 2 and the skills of analysis and evaluation are more demanding. Additional learning and teaching will be required if the candidate is to successfully complete the Intermediate 2 Unit.

For candidates who are expected to progress to Intermediate 2 in a subsequent year there will be significant opportunities to build on and develop the knowledge and skills they have acquired in this Unit. However it may be advisable to choose a different area of study from that planned for Intermediate 2 in order to maintain candidates' motivation and interest.

When candidates study this Unit as part of the Intermediate 1 Course, there are significant opportunities to integrate knowledge and/or skills which are relevant to the two other Units they study.

Knowledge and understanding of the moral values found in one world religion will already be familiar to candidates who have studied the *World Religion* Unit. If the same world religion is chosen to illustrate one or both religious viewpoints in this Unit there will be significant opportunities to integrate and develop knowledge and understanding. Additionally, the skills of analysis and evaluation are relevant to all three units in the Course. By applying these skills in a variety of contexts candidates will have many opportunities to develop and refine them.

National Unit Specification: support notes (cont)

UNIT Morality in the Modern World (Intermediate 1)

Guidance on setting the climate for effective learning and teaching, and a variety of classroom activities, can be found in the 'Approaches to Learning and Teaching' section of the Course Details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

The timing of assessment is at the discretion of the centre. However, candidates will develop their knowledge and skills during their study of all mandatory content. This would suggest that appropriate instruments of assessment may best be attempted as an 'end of Unit' test.

An appropriate instrument of assessment is a one-part test which contains a stimulus and **(7-10)** related questions. The questions should sample across the mandatory content in relation to **one** specific moral issue. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 70% of the marks should be awarded for knowledge and understanding in line with Outcomes 1, 2 and 3. The remaining 30% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

Unit assessment is holistic in nature. When reassessment is required individual candidates should therefore attempt a new instrument of assessment in its entirety to ensure that a different range of mandatory content is sampled.

Appropriate instruments of assessment and marking schemes are contained in the National Assessment Bank.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

National Unit Specification: statement of standards: Appendix

UNIT Morality in the Modern World (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. Two different viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief are also studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area of study from a choice of four. Questions in Unit and Course assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the two issues in the area of study which is chosen.

For each issue, there is a question which provides a focus for study. The relevant aspects of each issue which should be covered are also prescribed. An outline of the areas of study, prescribed issues and details of all mandatory aspects of each issue can be found at the end of this Appendix. All candidates must study **both prescribed issues and all mandatory aspects in the chosen area of study**.

As already stated, candidates must study two different viewpoints which are guided by religious belief when investigating each issue. The religious viewpoints must be from one of the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. The two viewpoints chosen can be from **the same or two different** world religions. Summaries of the principles found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate religious viewpoints on specific moral issues.

Summaries of viewpoints which are independent of religious belief should be selected from summaries of the opinions held by non-religious moral philosophers or found in the reports and findings of internationally/nationally recognised organisations. A list of appropriate philosophers and organisations which can be used to illustrate non-religious viewpoints can be found in the Support Notes of this Unit Specification.

Named texts, organisations or philosophers are not prescribed. However, the viewpoints of private individuals are not acceptable.

The viewpoints selected are a matter for the professional judgement of teachers or lecturers in light of the resources available and the range of candidates studying the Unit. Candidates must demonstrate an understanding of the fact that there is a variety of reasons for differences of viewpoint on specific moral issues. Differences of viewpoint may be because one individual belongs to a religious tradition while another has no religious beliefs. Others may hold similar religious beliefs but come to very different conclusions about a specific issue because they interpret the facts of the issue in different ways. Followers of two different religious traditions may share common values but have different reasons for sharing these values. Care must be taken to ensure that these points are fully illustrated when selecting appropriate viewpoints.

An outline of the areas of study, prescribed issues and mandatory content in relation to each issue appears below:

National Unit Specification: statement of standards: Appendix (cont)

UNIT Morality in the Modern World (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Area	Prescribed Issues	Mandatory Content
1. Gender	1. <u>Gender Stereotyping</u> : <i>'Is the stereotyping of male and female roles morally justifiable?'</i>	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – historic and contemporary male and female roles in the family and religious community. pros and cons - perceived advantages and disadvantages of separate gender roles; moral implications.
	2. <u>Economic Issues</u> : <i>'Will economic equality between the sexes lead to a more just society?'</i>	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – historic and contemporary economic relationships between men and women. pros and cons - perceived advantages and disadvantages of changing economic relationships; moral implications.
2. International Issues	1. <u>Globalisation</u> : <i>'Is the process of globalisation morally justifiable?'</i>	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – globalisation and its influence on international trade and the environment. pros and cons - perceived advantages and disadvantages of different forms of globalisation; moral implications.
	2. <u>International Aid</u> : <i>'Is international aid an appropriate moral response to world poverty?'</i>	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts - types of international aid (food, medicine, expertise and armaments). the pros and cons - perceived advantages and disadvantages of different forms of aid; moral implications.
3. Medical Ethics	1. <u>Genetic Engineering</u> : <i>'Is the use of human embryos for genetic research morally justifiable?'</i>	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts –the use of human embryos for research into genetic illnesses and infertility. pros and cons - perceived benefits and dangers of using human embryos; moral implications.

National Unit Specification: statement of standards: Appendix (cont)

UNIT Morality in the Modern World (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

Area	Prescribed Issues	Mandatory Content
3. <i>Medical Ethics(cont'd)</i>	2. <u>Euthanasia</u> : 'Can voluntary euthanasia be morally justified?'	<p>the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p>the facts – voluntary and involuntary euthanasia (circumstances and reasons), UK law and law in The Netherlands, BMA guidelines.</p> <p>pros and cons - perceived advantages and dangers of voluntary euthanasia; moral implications.</p>
4. <i>War and Peace</i>	1. <u>Responses to War</u> : 'Is war ever morally justifiable?'	<p>the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p>the facts – the reasons for, and effects of, war, responses to aggression (attack defence, negotiation), historic and contemporary examples of pacifism (including conscientious objection).</p> <p>pros and cons - perceived advantages and dangers of different responses to war; moral implications.</p>
	2. <u>Modern Armaments</u> : 'Can the use of modern armaments be morally justified?'	<p>the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief.</p> <p>the facts – types and effects of modern armaments (chemical and nuclear weapons (WMD)).</p> <p>pros and cons - perceived advantages and dangers of using and possessing modern armaments; moral implications.</p>

National Unit Specification: general information

UNIT	Existence of God (Intermediate 1)
CODE	DM3M 10
COURSE	Religious, Moral and Philosophical Studies (Intermediate 1)

SUMMARY

This unit is designed to offer progression for candidates who have studied core *Religious and Moral Education*, Access 3 *Religious, Moral and Philosophical Studies* Units, or Standard Grade *Religious Studies* at Foundation level. This Unit is appropriate for adult students who have an interest in religious, moral and philosophical issues. Candidates study religious beliefs and classical philosophical arguments which are relevant to the question of the existence and nature of God.

Candidates will develop knowledge and understanding of three important religious beliefs and classical philosophical arguments which have been used to support these beliefs. Basic elements of the skills of analysis and evaluation are developed by examining objections and replies to these arguments. While investigating these issues candidates have frequent opportunities to reflect upon their own beliefs and those of others. This Unit therefore makes a significant contribution to personal and social development.

Specific beliefs, classical arguments, objections and replies are studied in this Unit. However, the skills and understanding which candidates develop can be applied to a wide range of philosophical and/or theological issues. This prepares candidates for a more in-depth study of philosophical and/or theological issues at Intermediate 2 or in alternative courses in Further Education Institutions. It also prepares candidates for entry to any field of employment by allowing them to develop the skills necessary to form reasoned opinions after an investigation of specific issues.

OUTCOMES

1. Demonstrate knowledge and understanding of classical philosophical arguments
2. Explain objections to classical philosophical arguments
3. Express a reasoned opinion about replies to objections to classical philosophical arguments

Administrative Information

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National Unit Specification: general information (cont)

UNIT Existence of God (Intermediate 1)

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Religious Studies at Grade 5 or 6
- ◆ A pass in an Access 3 Religious, Moral and Philosophical Studies Unit
- ◆ A social subject at Intermediate 1

CREDIT VALUE

1 credit at Intermediate 1 SQA level (6 SCQF credit points at SCQF level 4*)

**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

National Unit Specification: statement of standards

UNIT Existence of God (Intermediate 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 knowledge and understanding of classical philosophical arguments

Performance Criteria

- a) Describe specific religious beliefs which are relevant to the question of the existence and nature of God
- b) Describe specific classical philosophical arguments which are cited in support of these beliefs

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 2

Explain objections to classical philosophical arguments

Performance Criteria

- a) Describe objections to specific classical philosophical arguments which are relevant to the question of the existence and nature of God
- b) Explain the reasons for these objections

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 3

Express a reasoned opinion about replies to objections to classical philosophical arguments

Performance Criteria

- a) Describe replies to objections to specific classical philosophical arguments which are relevant to the question of the existence and nature of God
- b) State opinions about the success of these replies in supporting the arguments
- c) Give reasons to support the opinions stated

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

National Unit Specification: statement of standards

UNIT Existence of God (Intermediate 1)

EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of the Content and Context for this Unit are provided in the Appendix at the end of the Support Notes.

To demonstrate satisfactory attainment of all the Outcomes and Performance Criteria candidates must produce written and/or recorded oral evidence which samples across the mandatory content in relation to one classical philosophical argument. The evidence should be in the form of a closed book, supervised test with a time limit of one hour.

The Unit should be assessed by a one-part test which contains a short passage and 5-8 questions. The questions sample across the mandatory content structured in relation to one Area of study in the Unit. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 70% of the marks should be awarded for knowledge and understanding in line with Outcomes 1, 2 and 3. The remaining 30% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

If re-assessment is required, it should sample across a different range of mandatory content.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

UNIT Existence of God (Intermediate 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

In this Unit candidates develop the knowledge and skills necessary to understand religious beliefs and classical philosophical arguments which are relevant to the existence and nature of God. The knowledge and skills are developed through an investigation of the First Cause and Design arguments for God's existence and the Freewill Defence in relation to the Problem of Evil. Objections to these arguments and replies to these objections are also studied.

All content for this Unit and all areas of study are mandatory. Questions in External assessment will sample across the Unit content. It is therefore of vital importance that candidates cover all mandatory aspects of the Unit. A detailed outline of the mandatory areas of study and content can be found in the Appendix at the end of these Support Notes.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

There is no choice of areas of study in this Unit. Centres are therefore strongly advised to make sure that they are familiar with all aspects of the Unit Specification and mandatory content when planning its delivery.

Summaries of the ideas of specific theologians and philosophers should be used to illustrate objections and replies. Named individuals or texts are not prescribed. Centres are therefore free to select specific objections and replies in light of the resources available and the range of candidates studying the Unit. A list of appropriate theologians and philosophers appears below but it should be noted that this list is not exhaustive. There are many additional historic and contemporary writers who will also be appropriate.

Approaches	Appropriate Writers
1. <i>The First Cause Argument</i>	Thomas Aquinas, Descartes, David Hume, Immanuel Kant, Al-Kindi, GW von Leibniz, Maimonides.
2. <i>The Design Argument</i>	Thomas Aquinas, David Hume, Immanuel Kant, William Paley, Richard Swinburne.
3. <i>The Problem of Evil</i>	Thomas Aquinas, Augustine of Hippo, David Hume, Iranaeus, John Hick, Richard Swinburne, D.Z. Phillips.

Candidates are not expected to read specific texts by named theologians or philosophers. Summaries of the ideas of appropriate writers can be found in a wide range of textbooks on the philosophy of religion. The internet, newspaper/magazine articles, television or radio discussion programmes and public debates will also provide a rich source of information.

All areas of study for this Unit are also covered in the Intermediate 2 *Existence of God* Unit. If a centre makes the judgement that an Intermediate 1 candidate shows obvious ability at Intermediate 2 level, that candidate can be transferred easily. However, it should be noted that there is additional content in the Intermediate 2 Unit and that analysis and evaluation are more demanding. Additional learning and teaching will be required to ensure the successful completion of the Intermediate 2 Unit in these circumstances. For candidates who are expected to progress to Intermediate 2 level in a subsequent year there will be significant opportunities to build on and develop the knowledge and

National Unit Specification: support notes

UNIT Existence of God (Intermediate 1)

skills they have acquired in this Unit when studying the Intermediate 2 Existence of God or Christianity: Belief and Science Units or the Intermediate 2 Course.

When candidates study this Unit as part of the Intermediate 1 Course, there are significant opportunities to integrate knowledge and/or skills in the other two Units of the Course.

Knowledge and understanding of religious beliefs in relation to the existence of God will be familiar to candidates who have studied the *World Religion* Unit. Additionally, the skills of analysis and evaluation are relevant to all three units in the Course. By applying these skills in a variety of contexts candidates will have many opportunities to develop and refine them.

Guidance on setting the climate for effective learning and teaching, and a variety of classroom activities, can be found in the 'Approaches to Learning and Teaching' section of the Course Details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

The timing of assessment is at the discretion of the centre. However, candidates will develop their knowledge and skills during their study of all mandatory content. This would suggest that appropriate instruments of assessment may best be attempted as an 'end of Unit' test.

An appropriate instrument of assessment is a one-part test which contains a short passage and 5-8 structured questions designed to sample across the mandatory content of one area of study knowledge and understanding of one Area of study. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 70% of the marks should be awarded for knowledge and understanding in line with Outcome 1, 2 and 3. The remaining 30% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

Unit assessment is holistic in nature. When reassessment is required individual candidates should therefore attempt a new instrument of assessment in its entirety to ensure that a different range of mandatory content is sampled.

Appropriate instruments of assessment and marking schemes are contained in the National Assessment Bank.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. 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. For information on these, please refer to the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

National Unit Specification: statement of standards: Appendix

UNIT Existence of God (Intermediate 1)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

In this Unit candidates develop the knowledge and skills necessary to understand religious beliefs and classical philosophical arguments which are relevant to the existence and nature of God. Knowledge and skills are developed through an investigation of the First Cause and Design arguments for God's existence and the Freewill Defence in relation to the Problem of Evil. Objections to these arguments and replies to these objections are also studied.

The areas of study for this Unit are outlined below and **all candidates must study all three areas:**

Area 1 – The Universe as Evidence of God's Existence

Religious Belief:	God as Creator: the universe was created by God
Philosophical Argument:	The First Cause Argument
Objections	1 traditional objection plus Big Bang theory

Area 2 – The Apparent Design in the Universe as Evidence of God's Existence

Religious Belief:	God as Purposeful Creator: all life is created by God with a definite purpose and goal
Philosophical Argument:	The Design Argument
Objections	1 traditional objection plus evolutionary theory

Area 3 – Evil and Suffering in the World as Evidence that God does not Exist

Religious Belief:	The Nature of God: All-powerful and All-loving
Philosophical Argument:	The Freewill Defence
Objections	1 traditional objection plus the waste and suffering involved in the process of evolution

In each area candidates must study at least **one** traditional philosophical objection to each argument and the relevant reply. A major reason for the decline in the force of these arguments was the development of scientific methods and theories. Scientific theories offered persuasive alternative explanations for the existence of the universe and the apparent design in nature. They also suggested that waste and suffering were inherent features of natural evolution. For this reason, candidates must **also** study how Big Bang and Evolutionary theory impacted upon the force of these arguments.

Summaries of the ideas of specific theologians and philosophers should be used to illustrate objections and replies. Named individuals or texts are not prescribed. Centres are therefore free to select specific objections and replies in light of the resources available and the range of candidates studying the Unit. A list of appropriate theologians and philosophers appears in the Support Notes for this Unit.

Candidates must state opinions about the success of replies in supporting the classical philosophical arguments. It is important that the opinions are presented in a reasoned manner. Candidates must therefore give reasons which support the opinions they express.