

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES
Access 1

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RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (ACCESS 1)

The Religious, Moral and Philosophical Studies provision at Access 1 comprises nine units:

D3L1 07	<i>Questioning Morality – Understanding Morality (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3L2 07	<i>Questioning Morality – Moral Behaviour (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3L3 07	<i>Questioning Morality – Moral Situations (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3L4 07	<i>Questioning the World – Understanding Community (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3L5 07	<i>Questioning the World – Belonging to a Religious Community (Acc 1)</i>	<i>1 credit (40 hours)</i>
D3L6 07	<i>Questioning the World – Rules of a Religious Community (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93X 07	<i>Questioning Belief – Expressing a Reasoned Opinion (Acc 1)</i>	<i>1 credit (40 hours)</i>
D93Y 07	<i>Questioning Belief – Basic Understanding (Acc 1)</i>	<i>1 credit (40 hours)</i>
D94A 07	<i>Questioning Belief – Influencing Action (Acc 1)</i>	<i>1 credit (40 hours)</i>

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Administrative Information

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Introductory Information: Religious, Moral and Philosophical Studies (Access 1)

RATIONALE

The rationale and aims of Religious, Moral and Philosophical Studies at Access 1 arise from the rationale and aims of religious education as set out in Bulletin 2, *Curriculum Guidelines for Religious Education* (SCDS 1981) and from existing curricular statements in religious and moral education in operation in the primary, secondary and special school sectors.

Religion

Candidates will investigate the nature and scope of religion. They will gain a basic understanding of how religious traditions help many people find meaning, purpose and value in life. Developing personal and interpersonal skills forms an integral part of this exploration.

Morality

Candidates will investigate the nature and scope of morality from the perspective of religious and other stances for living. They will investigate how people arrive at a moral stance on particular issues which in turn helps people to find meaning, value and purpose in life. Developing personal and interpersonal skills, particularly in the making of moral decisions, forms an integral part of this investigation.

Philosophy

Candidates will develop basic thinking and reasoning skills in relation to religion and morality. Developing the skill of making informed responses to issues forms an integral part of this exploration.

AIMS

Religious, Moral and Philosophical Studies at Access 1 is concerned with the development of the whole person, particularly in relation to self-awareness, relationships with others and appreciation of his or her place in the world.

Candidates will have opportunities to:

- develop their knowledge and understanding of aspects of religion, morality and philosophy
- develop their ability to make an informed opinion on certain concrete ideas and issues, and to be sensitive to the views of others
- respond to certain religious, moral and philosophical questions
- reflect upon their own life experiences

Candidates can be given the opportunity to reflect upon their own experiences, beliefs and values and are encouraged to develop a sympathetic attitude towards the beliefs, values and attitudes of others. A fundamental aim is for candidates to engage personally with a limited range of concrete ideas and issues through active or experiential learning. This should promote the development of their own beliefs and values, and contribute significantly to their personal and social development.

Introductory Information (cont): Religious, Moral and Philosophical Studies (Access 1)

CONTENT

The component units require candidates to attain a demonstrable level of competence in skills, basic knowledge and understanding, explanation and personal judgement, achieved through the study of concrete ideas and issues, beliefs and viewpoints. Candidates should have opportunities to demonstrate their ability to link knowledge and skills in straightforward presentations of information, explanation and opinion.

In the Access 2 Religious, Moral and Philosophical Studies Cluster there are three units:

<i>D580 08</i>	<i>Questioning Belief (Access 2)</i>
<i>D581 08</i>	<i>Questioning Morality (Access 2)</i>
<i>D582 08</i>	<i>Questioning the World (Access 2)</i>

Access 1 Religious, Moral and Philosophical Studies provision consists of three units derived from the unit *D580 08 Questioning Belief (Access 2)*, three units derived from the unit *D581 08 Questioning Morality (Access 2)* and three units derived from the unit *D582 08 Questioning the World (Access 2)*.

Questioning Belief

The three Access 1 units on Questioning Belief seek to develop candidates' understanding of 'belief' as part of life. This understanding includes belief consideration of one world religious community.

Candidates will have opportunities to:

- demonstrate a basic understanding of the terms 'belief' and 'belief in action' through concrete examples based on their own experience
- demonstrate a basic understanding of how a religious belief can influence the way a person acts
- express a reasoned personal opinion on religious belief

While undertaking unit *D93Y 07 Questioning Belief – Basic Understanding*, candidates will explore the difference between belief statements and fact statements, leading to a consideration of personal belief. In unit *D94A 07 Questioning Belief – Influencing Action* they will develop an awareness of how religious beliefs influence people's actions, as exemplified by a brief consideration of one world religion. In the third unit *Questioning Belief – Expressing a Reasoned Opinion*, candidates have an opportunity to develop their understanding of belief by expressing a reasoned opinion on one belief associated with a religious community.

Questioning Morality

The three Access 1 units on Questioning Morality explore the nature of morality at an introductory level. Candidates will have an opportunity to choose examples of moral issues from any area of study, which may include:

- marriage/alternatives to marriage; divorce; sexual behaviour in the context of looking at relationships
- crime and punishment/capital punishment; racial/sexual prejudice; rights of the child in the context of rights and responsibilities

Introductory Information (cont): Religious, Moral and Philosophical Studies (Access 1)

Candidates will have opportunities in the unit *D3L1 07 Questioning Morality - Understanding Morality*, to demonstrate a basic understanding of the term 'morality'. In the unit *D3L2 07 Questioning Morality - Moral Behaviour*, they will be able to demonstrate, from their own experience, how morality is to do with personal and interpersonal attitudes and behaviours. The unit *D3L3 07 Questioning Morality - Moral Situations*, requires candidates to evaluate a selected moral issue, suggest one possible course of action and support this suggestion with at least one reason. All three units will help candidates to become aware of their own personal moral attitudes and stances.

Questioning the World

In these Access 1 units candidates will be introduced to the concept of community. The nature of community may include:

- different types of community, e.g. religious, family, school, organisation or club
- rights and responsibilities of members; the need for 'community rules'
- an understanding of what it means to belong to a world religious community

Candidates will have the opportunity in the unit *D3L4 07 Questioning the World - Understanding Community* to explore the nature of community at a basic level, through a number of concrete examples. In the unit *D3L5 07 Questioning the World - Belonging to a Religious Community* they can develop a basic understanding of some rules, benefits and responsibilities of belonging to a world religious community. The unit *D3L6 07 Questioning the World - Rules of a Religious Community* requires a candidate to express a personal opinion on the relevance of a rule from within a selected religious community.

APPROACHES TO LEARNING AND TEACHING

Learning and teaching approaches should be carefully selected to support the development of knowledge and skills, including thinking skills, and to promote candidate motivation. Good quality teacher exposition should be complemented by opportunities for candidates to reflect on what has been learned. Structured discussion should be used to develop thinking skills. There should be frequent opportunities for the candidates to give their opinions. A continual review of candidates' work will be important in developing their skills. For example, they might be given feedback on how well they participate in a discussion or in responding to a case study.

Setting the right climate for learning and establishing good relationships will be extremely important. Candidates must be confident that their views will be respected if not necessarily shared, and they in turn should be encouraged to listen and to treat with respect the views of others.

Across the units there has been a deliberate attempt to provide repeated opportunities to practise basic skills. These include gaining increased knowledge and understanding, providing straightforward explanations and offering personal opinions about sources of evidence; and organising these skills in an orderly manner. Whenever possible, teachers/lecturers should tailor the learning and teaching process to guide candidates towards the improved use of these skills, and assessment would be used to confirm a basic grasp of them.

Introductory Information (cont): Religious, Moral and Philosophical Studies (Access 1)

A fundamental focus of learning and teaching across all units is to enable candidates to relate the subject matter to their own life experience. Regular opportunities should be provided which allow candidates to reflect on their own beliefs, values and practices. This can be achieved through the frequent use of group discussion and individual activities which relate concrete examples to the ideas and issues addressed within the units. Case studies, role-play and activities based on audio-visual resources can be effectively employed to assist in this process.

ASSESSMENT

There is no external assessment at Access level.

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. A variety of approaches to assessment may be appropriate. Details of assessment are provided in the unit specification. Candidates will prepare for the outcome of each unit, which may evolve through learning and teaching activities across more than one unit.

The evidence requirements within some of the units allow candidates to present their personal opinions using various forms of response, depending on their individual needs and capabilities. In these units personal opinions should be supported by at least one reason.

GUIDANCE ON CERTIFICATION AND MODERATION

Each Access 1 unit will normally be certificated as an individual unit. However, Access 1 units derived from units at Access 2 allow the evidence of achievement of Access 1 units to be used to count towards achievement of the relevant Access 2 unit.

Questioning Belief

To achieve the Access unit on Questioning Belief, candidates would require evidence of attainment of two out of the following three units:

- D93Y 07 Questioning Belief – Basic Understanding (Access 1)*
- D94A 07 Questioning Belief – Influencing Action (Access 1)*
- D93X 07 Questioning Belief – Expressing a Reasoned Opinion (Access 1)*

Following achievement of two of these units, candidates should be entered for *D580 08 Questioning Belief (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Questioning Morality

To allow this to happen for Access 2 Questioning Morality, candidates would require evidence of attainment of two out of the following three units:

- D3L1 07 Questioning Morality – Understanding Morality*
- D3L2 07 Questioning Morality – Moral Behaviour*
- D3L3 07 Questioning Morality – Moral Situations*

Introductory Information (cont): Religious, Moral and Philosophical Studies (Access 1)

Following achievement of two of these units, candidates should be entered for *D581 08 Questioning Morality (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Questioning the World

To allow this to happen for Access 2 Questioning the World, candidates would require evidence of attainment of two out of the following three units:

- D3L4 07* *Questioning the World – Understanding Community*
- D3L5 07* *Questioning the World – Belonging to a Religious Community*
- D3L6 07* *Questioning the World – Rules of a Religious Community*

Following achievement of two of these units, candidates should be entered for *D582 08 Questioning the World (Access 2)* and **not** for the remaining Access 1 unit. They should then complete the remaining outcome of the Access 2 unit. Before submitting results for the Access 2 unit, centres should ensure that candidates' skills are still current.

Evidence of achievement for all units should be available for moderation. Part of this evidence may be in the form of a candidate's Scottish Qualifications Certificate showing achievement of the Access 1 units, or actual evidence from doing the units if this is still within the timescale for centres to retain evidence. (See *External Assessment Moderation in National Qualifications and Higher National Qualifications: a guide for Centres* December 2001).

SPECIAL NEEDS

Special 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 Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Questioning Morality – Understanding Morality
(Access 1)

NUMBER D3L1 07

SUMMARY

This unit seeks to develop the candidate's understanding of morality in relation to his or her own behaviour and experience.

OUTCOME

Demonstrate a basic understanding of morality.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a religious or moral education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Questioning Morality – Understanding Morality (Access 1)

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

OUTCOME

Demonstrate a basic understanding of morality.

Performance criteria

- (a) Identify the main terms relating to moral behaviour.
- (b) Distinguish the use of these terms in moral behaviour from their use in other contexts.

Evidence requirements

PCs (a) and (b) Oral and/or written or performance evidence which overtakes the performance criteria. This may be achieved through the use of role-play or case studies in which candidates must demonstrate their ability to use moral terms accurately, including 'right' and 'wrong', 'good' and 'bad' and to distinguish the use of these terms from their use in other contexts. Candidates should be able to provide ideas and straightforward examples of ways in which moral terms have social as well as individual implications.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

National Unit Specification: support notes

UNIT Questioning Morality – Understanding Morality (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Religious, Moral and Philosophical Studies unit *D581 08 Questioning Morality (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

D3L2 07 Questioning Morality – Moral Behaviour (Access 1)

D3L3 07 Questioning Morality – Moral Situations (Access 1).

This unit explores the nature of morality at a simple level. Aspects of morality studied may include:

- marriage/alternatives to marriage; divorce; sexual behaviour in the context of looking at relationships
- crime and punishment/capital punishment; racial/sexual prejudice; rights of the child in the context of rights and responsibilities.

Teachers/lecturers may wish to advise on the issues selected by candidates.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

To help them understand the term ‘morality’, candidates will be introduced to a number of basic moral terms which together form a glossary of moral words, e.g. ‘good’, ‘bad’, ‘right’, ‘wrong’. For example, it would be important for candidates to be made aware of the different ways in which these terms are used in English so that they realise how this language is used in a moral sense. This can be achieved through a variety of means including case studies and discussion. For example, ‘that was a good film’ and ‘we had a good day’ are non-moral uses of the term ‘good’. ‘It is good to help others’ and ‘telling the truth is a good thing’ are moral uses of the term ‘good’.

The teacher/lecturer will use a variety of teaching strategies to illustrate that people are motivated by different moral stances. What is ‘right’ or ‘wrong’ or ‘good’ or ‘bad’ is different to different people.

Throughout the learning and teaching process, there will be frequent practical examples drawing on the candidate’s own experience which will enable her or him to link more abstract moral terms with concrete situations. A variety of stimuli such as audio/video tapes, case studies, stories, or role play could be used.

National Unit Specification: support notes (cont)

UNIT Questioning Morality – Understanding Morality (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit is designed to allow candidates to explore the nature of morality and to develop a basic understanding of moral behaviour.

Evidence of a suitable level of achievement should be generated from oral or written responses to questions or through an oral interview.

Teachers/lecturers may use a variety of methods to elicit appropriate responses, such as role-play (how a particular moral attitude might affect behaviour - this would provide performance evidence) or telling a story in oral, written or graphic form, or through other activities appropriate to the unit and to the candidate's capabilities.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment Arrangements* (SQA, 2001).

National Unit Specification: general information

UNIT Questioning Morality – Moral Behaviour (Access 1)

NUMBER D3L2 07

SUMMARY

This unit seeks to develop the candidate's understanding of moral behaviour and how a moral action can affect other people.

OUTCOME

Demonstrate understanding of how moral behaviour affects other people.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a religious or moral education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Questioning Morality – Moral Behaviour (Access 1)

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

OUTCOME

Demonstrate understanding of how moral behaviour affects other people.

Performance criteria

- (a) Given an appropriate context, identify two consequences of a moral action.
- (b) Using an example from ordinary experience, explain how a moral action can affect other people.

Evidence requirements

PC(a) Oral and/or written evidence which overtakes the performance criterion. Candidates should identify two consequences of moral action.

PC(b) Oral and/or written evidence in the form of a response to a case study presented in visual, oral or written form. Candidates must be able to explain correctly how a moral action presented within the case study affects other people in the case study.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

National Unit Specification: support notes

UNIT Questioning Morality – Moral Behaviour (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Religious, Moral and Philosophical Studies unit *D581 08 Questioning Morality (Access 2)*. Candidates may find this an appropriate unit to undertake after completion of the unit *D3L1 07 Questioning Morality – Understanding Morality (Access 1)* or in conjunction with the unit *D3L3 07 Questioning Morality – Moral Situations (Access 1)*

The unit explores the nature of morality at a simple level.

It is suggested that candidates may choose examples of moral issues from any area of study, which may include:

- marriage/alternatives to marriage; divorce; sexual behaviour in the context of looking at relationships
- crime and punishment/capital punishment; racial/sexual prejudice; rights of the child in the context of rights and responsibilities.

Teachers/lecturers may wish to advise on the issues selected by candidates.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Throughout the learning and teaching process, there will be frequent practical examples drawing on the candidate's own experience, which will enable her or him to link more abstract moral terms with concrete situations. A variety of stimuli such as audio/video tapes, case studies, stories and role play could be used.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit is designed to explore the nature of morality and its influence on people's actions or behaviour in a practical way. The candidate is required to explain how a moral action can affect other people. Evidence of a suitable level of achievement would be generated from oral or written responses to questions or through an oral interview based on a case study.

Teachers/lecturers may use a variety of methods to elicit appropriate responses, such as role-play (how a particular moral attitude might affect behaviour) or telling a story in oral, written or graphic form, or through other activities appropriate to the outcome and to the candidate's capabilities.

National Unit Specification: support notes (cont)

UNIT Questioning Morality – Moral Behaviour (Access 1)

Teachers/lecturers may consider the possibility of assessing this unit together with the unit *D3L3 07 Questioning Morality – Moral Situations (Access 1)*.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National unit specification: general information

UNIT	Questioning Morality – Moral Situations (Access 1)
NUMBER	D3L3 07

SUMMARY

This unit seeks to develop the candidate's ability to evaluate a moral situation and identify a possible course of action.

OUTCOME

Evaluate a moral situation.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a religious or moral education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

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National Unit Specification: statement of standards

UNIT Questioning Morality – Moral Situations (Access 1)

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

OUTCOME

Evaluate a moral situation.

Performance criteria

- (a) Given an appropriate moral dilemma, state one possible course of action.
- (b) Support the decision with at least one reason.

Evidence requirements

PCs (a) and (b). Oral and/or written evidence in the form of two restricted responses. The candidates should be given an appropriate dilemma, for which they state one possible course of action supported by at least one reason.

A case study of an appropriate moral dilemma presented in visual, oral or written form may be used.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

National Unit Specification: support notes

UNIT Questioning Morality – Moral Situations (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Religious, Moral and Philosophical Studies unit *D581 08 Questioning Morality (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

D3L1 07 Questioning Morality – Understanding Morality (Access 1)

D3L2 07 Questioning Morality – Moral Behaviour (Access 1).

This unit explores moral situations at a simple level.

It is suggested that candidates choose examples of moral situations or dilemmas from any area of study, which may include:

- marriage/alternatives to marriage; divorce; sexual behaviour in the context of looking at relationships
- crime and punishment/capital punishment; racial/sexual prejudice; rights of the child in the context of rights and responsibilities.

Teachers/lecturers may wish to advise on the situations selected by candidates.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The teacher/lecturer will use a variety of teaching strategies to illustrate that people are motivated by different moral stances; what is 'right' or 'wrong', 'good' or 'bad' is different to different people. For example, people can react to a situation through fear, instinct, self-interest or conscience. One way of addressing this difficult issue is by asking candidates to consider the question 'How do we know if something is right or wrong?' It is essential that a variety of concrete situations should be used to illustrate the fact that people adopt different stances in relation to this question. A variety of stimuli, such as audio/video tapes, case studies, stories or role-play, could be used at this point, drawing continually on the candidate's experiences.

To achieve the unit candidates should be able to show that people hold different views on moral situations. If the candidates have undertaken the other two Questioning Morality (Access 1) units this awareness should have emerged from previous study where they will have explored how moral behaviour affects other people. The emphasis in this unit is on a closer examination of a selected moral situation drawn from ordinary experience and consideration of consequences to this action.

National Unit Specification: support notes (cont)

UNIT Questioning Morality – Moral Situations (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The unit is designed to explore the influence of morality on people's actions or behaviour in a practical way. This is examined in terms of moral attitudes or stances which have an influence on people's subsequent actions and behaviour. These attitudes are applied to selected moral behaviour and the candidate should provide a personal opinion on one possible course of action. The opinion should be supported by at least one reason.

Evidence of a suitable level of achievement could be generated from oral or written responses to questions or through an oral interview based on a case study.

Teachers may use a variety of methods to elicit appropriate responses, such as role-play (how a particular moral attitude might affect behaviour) or telling a story in oral, written or graphic form, or through other activities appropriate to the outcome and to the candidate's capabilities.

Teachers/lecturers may consider the possibility of assessing this unit together with the unit *D3L2 07 Questioning Morality – Moral Behaviour (Access 1)*.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Questioning the World – Understanding Community
(Access 1)

NUMBER D3L4 07

SUMMARY

This unit seeks to develop the candidate's understanding of the nature of a community.

OUTCOME

Demonstrate a basic understanding of the term 'community'.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a religious or moral education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Questioning the World – Understanding Community (Access 1)

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

OUTCOME

Demonstrate a basic understanding of the term ‘community’.

Performance criteria

- (a) Identify communities to which people belong.
- (b) Explain why it is necessary for communities to have rules.

Evidence requirements

Oral and/or written evidence identifying two communities or groups. One should be a religious community. Brief explanation in the candidate’s own words that rules are necessary for people to live in harmony in a community.

National Unit Specification: support notes

UNIT Questioning the World – Understanding Community (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Religious, Moral and Philosophical Studies unit *D582 08 Questioning the World (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

D3L5 07 Questioning the World – Belonging to a Religious Community (Access 1)

D3L6 07 Questioning the World – Rules of a Religious Community (Access 1).

In this unit the candidates will be introduced to the concept of ‘community’ in a practical way. A fundamental characteristic of this unit is the recognition that each candidate is a member of various communities, e.g. religious, family, school, college, organisation or club, and that it is necessary for all communities to have rules.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates will be introduced to a number of concrete examples which will enable them to explore the nature of community at a basic level. Teachers/lecturers could begin with a brainstorming activity which focuses on groups to which the candidates belong. A game technique could also be used which might adopt the following format.

After having discussed both ‘local communities’ (local clubs, church, school/college) and ‘wider communities’ (e.g. pop star fan club, religious communities), candidates are asked to guess a particular word and they will be given a number of clues to help them. The particular word would be ‘community’. This could be an individual or team activity.

Examples of clues which the teacher/lecturer could present to the candidates could include:

- a football scarf
- a prospectus for the school or college
- a globe
- a magazine from a fan club
- a Bible
- a (part of a) uniform such as Boys’ Brigade or an emergency service
- a clan tartan
- a membership card for a youth club.

This list is not exhaustive.

National Unit Specification: support notes (cont)

UNIT Questioning the World – Understanding Community (Access 1)

The intention of this activity is to develop candidates' thinking at a basic level about the nature of community. Rather than being unduly concerned with a strict definition of the word itself, communities should be explained in terms of both 'local communities' and 'wider communities' that are relevant to the experience and maturity of the candidate.

Following on from this activity the teacher/lecturer should encourage candidates to identify a range of communities to which they belong and, through discussion, enable the candidates to appreciate that communities serve different purposes. For example, members of a religious community share certain ideas and practices which are recognised by members of that religious community all over the world, whilst a village community shares certain facilities and is influenced by its geographical location.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The unit is designed to unfold gradually the nature of a community and its influence on its members.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Questioning the World – Belonging to a Religious Community (Access 1)

NUMBER D3L5 07

SUMMARY

The unit seeks to develop the candidate's understanding of the nature of a world religious community. There is a focus on the rules of such a community and the benefits and responsibilities related to belonging to a world religious community.

OUTCOME

Demonstrate a basic understanding of what it means to belong to a world religious community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a religious or moral education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Questioning the World – Belonging to a Religious Community (Access 1)

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

OUTCOME

Demonstrate a basic understanding of what it means to belong to a world religious community.

Performance criteria

- (a) State three rules accepted in an identified world religious community.
- (b) Explain one benefit and one responsibility of belonging to this religious community.

Evidence requirements

Oral and/or written evidence to meet PCs (a) and (b), which may include participation in a group discussion through an individual or group interview in which evidence of individual achievement is recorded by means of an observation checklist.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

National Unit Specification: support notes

UNIT Questioning the World – Belonging to a Religious Community (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Religious, Moral and Philosophical Studies unit *D582 08 Questioning the World (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

D3L4 07 Questioning the World – Understanding Community (Access 1)

D3L6 07 Questioning the World – Rules of a Religious Community (Access 1).

In this unit the candidates will be introduced to the concept of a religious community in a practical way. A fundamental characteristic of this unit is the recognition that each candidate is a member of various communities, and that all communities have rules. Every member of a religious community has rights and responsibilities in relation to that community.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates will be introduced to a number of concrete examples which will enable them to explore the nature of community at a basic level. Teachers/lecturers should encourage candidates to identify a range of communities or groups to which they belong and, through discussion, enable the candidates to appreciate that communities serve different purposes. For example, members of a world religious community share certain ideas and practices which are recognised by members of that community all over the world, whilst a village community shares certain facilities and is influenced by its geographical location.

The teacher/lecturer could use the candidate group as an example of a particular community and explore the benefits and responsibilities of belonging to that group. This approach would be largely discussion based and would rely heavily on candidates' experiences and perceptions. Following such an introduction to the unit, there requires to be considerable input regarding a particular world religious community, exploring the benefits and responsibilities of belonging to that community.

A variety of visual material and discussion should be used, illustrating this, as it may be largely outwith the experience of the candidates. The particular set of rules which govern this community should be explored in terms of what they mean for the religious believer, e.g. Buddhism and the Five Precepts, Islam and the Five Pillars, Christianity and the Ten Commandments, Judaism and the Ten Commandments (or strict food rules), Sikhism and the rules of Khasla. Emphasis should be given to illustrating how the rules of the selected religious community influence the behaviour, dress, food and general activity of the believer.

National Unit Specification: support notes (cont)

UNIT Questioning the World – Belonging to a Religious
Community (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The unit is designed to unfold gradually the nature of a world religious community and its influence on its members.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT Questioning the World – Rules of a Religious Community (Access 1)

NUMBER D3L6 07

SUMMARY

This unit seeks to develop the candidate's understanding of key aspects of a religious community.

OUTCOME

Evaluate one rule from within a selected world religious community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. However, it would be beneficial if a candidate has already been involved in a religious or moral education programme, for example, a programme using Access 1 curriculum descriptors.

CREDIT VALUE

1 credit at Access 1.

Administrative Information

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National Unit Specification: statement of standards

UNIT Questioning the World – Rules of a Religious Community (Access 1)

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

OUTCOME

Evaluate one rule from within a selected world religious community.

Performance criteria

- (a) Express a personal opinion on the relevance of an identified rule.
- (b) Support the opinion by providing at least one reason.

Evidence requirements

PCs(a) and (b) Following identification of a particular rule which applies to a community which has relevance to the candidate's own life, a personal opinion should be expressed, orally and/or in writing. The response to PC(a), expressing a personal opinion on 'relevance', should include the 'applicability' of the identified rule.

Candidates should be allowed to provide evidence by the use of their normal mode of communication.

National Unit Specification: support notes

UNIT Questioning the World – Rules of a Religious Community (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the Religious, Moral and Philosophical Studies unit *D582 08 Questioning the World (Access 2)*. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 units:

D3L4 07 Questioning the World – Understanding Community (Access 1)

D3L5 07 Questioning the World – Belonging to a Religious Community (Access 1).

In this unit the candidates should already have been introduced to the concept of community in a practical way. A fundamental characteristic of this unit is the exploration of rules which apply to a world religious community and the relevance of a particular rule to the candidate's own experience.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should previously have been introduced to a number of concrete examples which will enable them to explore the nature of community at a basic level. The emphasis in this unit is on an exploration of a selected world religious community, focusing on the key aspects of that community and looking in some depth at one of the rules of that community, and applying this to the candidate's own experience in life.

To ensure that this unit is achieved, the candidate is required to offer an opinion and express this in an honest and open manner, showing sensitivity towards the community selected. This will reflect the ethos required of an educational activity of this nature. An invitation to members of various religious communities to visit the learning centre and to meet the candidates would be a real advantage in helping candidates to understand the nature of membership of a religious community.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

The candidate should identify a particular rule which applies to a religious community and which also has reference to the candidate's own life.

A personal opinion should be expressed, orally and/or in writing.

Please refer to Guidance on Certification and Moderation given in the Introductory Information of these Arrangements for further details about certification and moderation when Access 1 units are being used to contribute to an Access 2 unit.

National Unit Specification: support notes (cont)

UNIT Questioning the World – Rules of a Religious Community
(Access 1)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For further information on these, please refer to the document *Guidance on Special Assessment and Certification Arrangements for: Candidates with Special Needs/Candidates for whom English is an additional language* (SQA, 2000).

National Unit Specification: general information

UNIT	Questioning Belief: Expressing a Reasoned Opinion (Access 1)
NUMBER	D93X 07

SUMMARY

This unit seeks to develop the candidate's understanding of belief from a world religious community by giving the candidate an opportunity to express a reasoned opinion on one belief associated with the religion.

OUTCOME

Express an opinion on a belief from a world religious community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

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

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

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National Unit Specification: statement of standards

UNIT Questioning Belief: Expressing a Reasoned Opinion (Access 1)

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

OUTCOME

Express an opinion on a belief from a world religious community.

Performance criteria

- a) Express an opinion on the truth or relevance of the belief.
- b) Support the opinion with a reason.

Evidence requirements

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

One world religious community should be selected in relation to PC (a) and PC (b).

National Unit Specification: support notes

UNIT Questioning Belief: Expressing a Reasoned Opinion (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the RMPS Unit D580 08 Questioning Belief (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93Y 07 Questioning Belief: Basic Understanding and D94A 07 Questioning Belief: Influencing Action.

This unit considers the nature of belief at an introductory level, and explores the following issues in a practical way:

- belief as part of life
- considering a belief from a world religious community
- express a personal opinion on the truth or relevance of this belief
- supporting the opinion with a reason

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should have developed some awareness at a basic level of the nature of religious beliefs before starting this unit.

The candidates may then progress towards the emphasis in this unit, which is to explore further some of the beliefs associated with one selected world religion. Through discussion, teachers/lecturers should encourage candidates to express an opinion on the truth or relevance of one belief associated with the religion. The candidates should relate this belief to their own experience of life by supporting their opinions with a reason. There requires to be considerable input to discussion and support from the teacher/lecturer. For example, candidates should be encouraged to express the opinion in an honest and open manner, showing sensitivity towards followers of the selected world religion. This will reflect the ethos required of an educational activity of this nature.

An invitation to a member of the selected religion to meet the candidates would be a real advantage in helping candidates to understand the nature of beliefs associated with the religion and to gain further insight through discussion of a religious belief with a believer.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence of an appropriate level of achievement could be generated from short responses to simple questions or through discussion. The candidates should respond using their normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

National Unit Specification: support notes (cont)

UNIT Questioning Belief: Expressing a Reasoned Opinion (Access 1)

This unit is designed to explore the nature of religious belief and its influence on people's actions or behaviour in a practical way. The candidate should express a personal opinion, on the truth or relevance of a religious belief held by one world religious community supporting this opinion with a reason.

Teachers/lecturers may use a variety of methods to elicit appropriate responses, from role-play (how a particular belief might affect behaviour) to telling a story in oral, written or graphic form, or through other activities appropriate to the outcome and to the candidate's capabilities.

It is not necessary for the candidate to personally record evidence, this may be done by the teacher/lecturer. The record should be authenticated by the teacher/lecturer signing and dating a brief statement that this is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Questioning Belief: Basic Understanding (Access 1)

NUMBER D93Y 07

SUMMARY

This unit seeks to develop the candidate's understanding of belief as part of life. The difference between facts and beliefs is recognised, leading to a consideration of personal belief.

OUTCOME

Demonstrate a basic understanding of belief.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

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

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

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National Unit Specification: statement of standards

UNIT Questioning Belief: Basic Understanding (Access 1)

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

OUTCOME 1

Demonstrate a basic understanding of belief.

Performance criteria

- a) Recognise belief statements and fact statements.
- b) Provide an example of personal belief.

Evidence requirements

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

For PC (a) the candidate should recognise two belief statements and two fact statements. Simple questions asking the candidate to identify a statement as belief or as a fact would be suitable for eliciting candidate response.

For PC (b) a slightly fuller response would be expected, providing an example of personal belief.

National Unit Specification: support notes

UNIT Questioning Belief: Basic Understanding (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the RMPS Unit D580 08 Questioning Belief. Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93X 07 Questioning Belief: Expressing a Reasoned Opinion and D94A 07 Questioning Belief: Influencing Action.

This unit considers the nature of belief at an introductory level, and explores the following issues in a practical way;

- distinguishing between belief statements and fact statements
- belief as part of life
- personal belief

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In approaching the unit, the intention is for the candidates to demonstrate a basic understanding of the term, 'belief' and to explore different viewpoints. In addressing the nature of belief, candidates should be made aware of the fact that human perception of life is varied and limited. This can be achieved through simple activities such as discussion of personal likes and dislikes, the use of optical illusions and various other sensory tests. Having established this point, candidates should then be introduced to the concept of 'belief' through the exploration of issues to do with trust and having 'faith' in certain aspects of life.

It is important at this stage that candidates appreciate the extent to which human beings demonstrate trust and faith in their everyday lives, for example, our willingness to accept the advice of others – doctors, parents, teachers/lecturers; standing at a bus stop and waiting for a bus; keeping promises; expecting domestic equipment to work on demand and so on.

Teachers/lecturers are advised to introduce the word 'belief' at this point and to explain to candidates some of the key characteristics of the nature of belief.

- A belief is a point of view which the believer holds to be true. Beliefs are not irrational, they are based on personal knowledge or experience or enquiry.
- A belief is a view which might or might not be shared by others.
- A belief is a view which engenders commitment.
- We all have beliefs. These are important to us.
- Beliefs can lead to 'good' and 'bad' actions.

Candidates should then move on to consider how a belief can influence a person's behaviour. There are a number of activities which could be used to illustrate this including considering simple biographies and group discussion. The candidate should draw upon these activities when using an example to show how a person's beliefs can influence action.

National Unit Specification: support notes (cont)

UNIT Questioning Belief: Basic Understanding (Access 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence of an appropriate level of achievement could be generated from short responses to simple questions or through discussion. The candidates should respond using their normal mode of communication which may be verbal or non-verbal and may include one or more of the following, speech, writing, word processing, signing lip-reading, Braille or computer-assisted communication.

This unit is designed to explore the nature of belief and its influence on people's actions or behaviour in a practical way which is common to their daily experience. This is examined in terms of belief in general.

Teachers/lecturers may use a variety of methods to elicit appropriate responses, from role-play (how a particular belief might affect behaviour), to telling a story in oral, written or graphic form, or through other activities appropriate to the outcome and to the candidate's capabilities.

It is not necessary for the candidate to personally record evidence, this may be done by the teacher/lecturer. The record should be authenticated by the teacher/lecturer signing and dating a brief statement that this is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).

National Unit Specification: general information

UNIT Questioning Belief: Influencing Action (Access 1)

NUMBER D94A 07

SUMMARY

This unit seeks to develop the candidate's understanding of how religious beliefs influence people's actions, as exemplified by a brief consideration of one world religion.

OUTCOME

Demonstrate a basic understanding of how religious beliefs influence action.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

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

*SCOTCAT 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 SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

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National Unit Specification: statement of standards

UNIT Questioning Belief: Influencing Action (Access 1)

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

OUTCOME

Demonstrate a basic understanding of how religious beliefs influence action.

Performance criteria

- a) Identify three beliefs from a specified world religion.
- b) Using an example, show how a person's religious beliefs can influence action.

Evidence requirements

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

For PC (a) the candidate should identify three beliefs from a named world religion. Simple questions asking the candidate to identify three correct statements of belief would be suitable for eliciting candidate evidence.

For PC (b) a slightly fuller response would be expected, in which the candidate explains how one important aspect of a person's religious belief can affect a person's life.

National Unit Specification: support notes

UNIT Questioning belief: Influencing Action (Access 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This is one of three units derived from the RMPS Unit D580 08 Questioning Belief (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93X 07 Questioning Belief: Expressing a Reasoned Opinion and D93Y 07 Questioning Belief: Basic Understanding.

This unit considers the nature of belief at an introductory level, and explores the following issues in a practical way:

- belief as part of life
- considering a belief from a world religious community
- how religious beliefs can influence action

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The candidates should explore some of the beliefs associated with one selected world religion. Through discussion, teachers/lecturers should encourage candidates to identify at least three beliefs associated with this religion. Considerable input to discussion is required from the teacher/lecturer. For example, it could be emphasised that followers of a particular religion share beliefs which are recognised by other followers of that religion all over the world and these beliefs can exert a powerful influence on what a person does, no matter where they live. There are a number of activities which could be used to illustrate this, including discussing simple biographies of well-known followers of the religion selected for study.

An invitation to a member of the selected religion to meet the candidates would be a real advantage in helping candidates to understand the nature of beliefs associated with the religion and how a person's religious beliefs can influence their actions or behaviour.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Evidence of an appropriate level of achievement could be generated from short responses to simple questions or through discussion. The candidates should respond using their normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted learning.

National Unit Specification: support notes (cont)

UNIT Questioning belief: Influencing Action (Access 1)

This unit is designed to explore the nature of religious belief and its influence on people's actions or behaviour in a practical way.

Teachers/lecturers may use a variety of methods to elicit appropriate responses, from role-play (how a particular belief might affect behaviour), to telling a story in oral, written or graphic form, or through other activities appropriate to the outcome and to the candidate's capabilities.

It is not necessary for the candidate to personally record evidence, this may be done by the teacher/lecturer. The record should be authenticated by the teacher/lecturer signing and dating a brief statement that this is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).