

## Unit Support Notes — Religious and Moral Education: Investigating Morality (National 2)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

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# Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *RME: Investigating Morality* Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

## General guidance on the Unit

### Aims

The *RME: Investigating Morality* (National 2) Unit is a free-standing Unit and is designed to meet the needs of a broad range of learners who may choose to study it.

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

### Progression into this Unit

Entry into this Unit is at the discretion of the centre.

This Unit may be suitable for learners who have successfully completed qualifications in social subjects, religious and moral education or related areas at SCQF level 1.

Prior learning, life and work experiences may provide an appropriate basis for entry into this Unit. This could include relevant skills, knowledge and understanding and appropriate experiences and outcomes.

### Skills, knowledge and understanding covered in this Unit

As this Unit will be delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Content and contexts which are used in the teaching of this Unit are at the discretion of the centre. However, content and contexts should provide evidence that all Outcomes and Assessment Standards in the Unit have been achieved.

Learners who complete this Unit will be able to:

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

## **Progression from this Unit**

This Unit may provide progression to:

- ◆ other *RME* Units at National 2
- ◆ other Units, Awards and Courses at National 2
- ◆ other related Units, Awards and Courses at National 3
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

The skills, knowledge and understanding developed in this Unit could also support progression in other curriculum areas as well as life and work contexts.

# Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

## Learning and teaching

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching, and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Many of these approaches could involve group work. Group work approaches can be used within Units where it is helpful to simulate real-life situations, share tasks and promote teamworking skills. However, there must be clear evidence for each learner to show that they have met the required Assessment Standards for the Unit.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

## RME: Investigating Morality (National 2)

The general aim of this Unit is to provide opportunities for learners to develop an understanding of morality by investigating contemporary moral issues. The Unit also provides opportunities for learners to develop an understanding of the importance of, and the processes involved in, making moral decisions, and how moral behaviour affects others. The learner will:

<b>Outcomes and Assessment Standards</b>	<b>Guidance and suggested learning and teaching approaches</b>
<p><b>1 Demonstrate a basic understanding of morality by:</b></p> <p>1.1 Identifying the main terms relating to moral behaviour</p> <p>1.2 Using moral terms to describe behaviour</p>	<p>Teachers/lecturers could explore the use of language in moral and non-moral contexts (eg moral — ‘telling the truth is a <b>good</b> thing’; non-moral — ‘we had a <b>good</b> day’). Teachers/lecturers could emphasise that morality is not only associated with personal ideas and behaviour, but there is also an interpersonal dimension relating to ideas and behaviour between people. For example, keeping a promise has a social implication in terms of relationships with others but also has an influence on personal attitude and values; stealing not only has an impact on personal attitudes and values but also has significant implications for the wider community and society generally.</p> <p>Examples of possible learning and teaching approaches could include:</p> <ul style="list-style-type: none"><li>◆ group discussions to encourage learners to discuss issues, share views and/or their own experiences</li><li>◆ using case studies, role play and/or drama to identify and explore the ideas of morality</li><li>◆ using audio/visual recordings (eg CD, DVD, television, radio programmes) to illustrate moral/immoral attitudes/behaviour</li></ul> <p>Learners identify the main terms relating to moral behaviour. Examples could include:</p> <ul style="list-style-type: none"><li>◆ good/bad</li><li>◆ right/wrong</li><li>◆ legal/illegal</li><li>◆ kind/unkind</li></ul>

- ◆ honest/dishonest
- ◆ truthful/untruthful

Teachers/lecturers could explore a variety of contemporary moral issues/scenarios with learners to provide a broad learning experience. Examples could include:

- ◆ behaviour toward others, eg bullying, fighting
- ◆ crime and punishment
- ◆ prejudices (eg gender, racial, sexual, age)
- ◆ rights and responsibilities (eg as an adult, as a child)
- ◆ censorship issues (eg in relation to films and computer games)
- ◆ age-restricted products/activities (eg alcohol, smoking, driving, voting, marriage)
- ◆ illegal substance misuse

Learners use moral terms to describe behaviour. Learners could be encouraged to consider arguments on either side of the given moral issue, as well as putting forward their own viewpoints on particular issues. Examples of possible behaviours and learner responses could include:

<b>Behaviour</b>	<b>Moral response/term to describe behaviour</b>
Shoplifting	This is wrong — it is stealing. It is also against the law.
Taking drugs	It can be dangerous to take drugs. You don't know what effect they will have on your body. It is also against the law.
Drinking alcohol before driving	This is bad. Alcohol affects your ability to drive. You risk your own life and other people's.
Volunteering (eg helping an elderly neighbour with their shopping)	This is good. It helps people in your community. As a volunteer you might also make new friends and develop better social skills.
Driving without a licence and/or insurance	This is wrong and dangerous. You need to have a licence to drive and insurance so you are protected if you have an accident and hurt someone (ie they can claim financial compensation). It is also against the law.

	<table border="1"> <tr> <td data-bbox="663 213 999 252">Giving money to charity</td> <td data-bbox="999 213 1971 252">It is a good thing to help other people when they need it.</td> </tr> <tr> <td data-bbox="663 252 999 328">Picking up/clearing away litter</td> <td data-bbox="999 252 1971 328">This is the right thing to do. It makes streets and communities nicer and safer places to be.</td> </tr> </table>	Giving money to charity	It is a good thing to help other people when they need it.	Picking up/clearing away litter	This is the right thing to do. It makes streets and communities nicer and safer places to be.
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<p><b>2 Demonstrate a basic understanding of how moral behaviour affects other people by:</b></p> <p>2.1 Identifying an appropriate course of action for a given context</p> <p>2.2 Identifying the consequences of a moral action for a given context</p>	<p>Teachers/lecturers should choose the context, ie the contemporary moral issue, for learners to respond to. However, teachers/lecturers could explore a variety of contemporary moral issues with learners to provide a broad learning experience. Examples could include:</p> <ul style="list-style-type: none"> <li>◆ behaviour toward others, eg bullying, fighting</li> <li>◆ crime and punishment</li> <li>◆ prejudices (eg gender, racial, sexual, age)</li> <li>◆ rights and responsibilities (eg as an adult, as a child)</li> <li>◆ censorship issues (eg in relation to films and computer games)</li> <li>◆ age-restricted products/activities (eg alcohol, smoking, driving, voting, marriage)</li> <li>◆ illegal substance misuse</li> </ul> <p>Learners could also be encouraged to notice links between belief (both religious and non-religious) and moral decisions/actions.</p> <p>Examples of possible learning and teaching approaches could include:</p> <ul style="list-style-type: none"> <li>◆ group discussions to encourage learners to discuss issues, share views and/or their own experiences)</li> <li>◆ using case studies, role play and/or drama to identify and explore the ideas of morality</li> <li>◆ using audio/visual recordings (eg CD, DVD, television, radio programmes) to illustrate moral/immoral attitudes/behaviour</li> </ul> <p>Learners identify an appropriate course of action for a given contemporary moral issue presented in written, aural or visual format. Learners also identify the consequences of a moral action for the given contemporary moral issue. Learners could be asked to choose an appropriate course of action from a list of alternatives. Some learners may need to discuss alternatives and be given some prompting in</p>				



order to identify the appropriate course of action and its subsequent consequences. Learners could be given a scenario/moral dilemma and asked to match possible actions (both moral and immoral) with consequences.

Examples of possible learner responses could include:

Given context	Appropriate course of action	Consequences
A group of friends on a bus find a purse under their seat. It has the owner's name and address inside. The purse also contains money and a travel card.	<ul style="list-style-type: none"> <li>◆ Hand purse to the bus driver</li> <li style="text-align: center;"><i>or</i></li> <li>◆ Take purse to the police station</li> </ul>	<ul style="list-style-type: none"> <li>◆ Bus driver/police will return purse to owner.</li> <li>◆ Owner will have their property back (and so not suffered loss).</li> <li>◆ Group of friends have acted honestly (which might be recognised and/or rewarded by owner).</li> </ul>
Two friends are in their local shop when they see someone take an item and leave the shop without paying for it.	<ul style="list-style-type: none"> <li>◆ Tell the shopkeeper what they saw</li> <li style="text-align: center;"><i>or</i></li> <li>◆ Tell their teacher/lecturer (it is someone they know)</li> </ul>	<ul style="list-style-type: none"> <li>◆ The shopkeeper can improve security in the shop (eg moving small items/sweets away from the door).</li> <li>◆ The teacher/lecturer can speak to the person (eg warn them of the consequences if they continue).</li> <li>◆ The person stops shoplifting.</li> </ul>

This Unit could be linked to activities in the National 2 *RME: World Religions* Unit. This Unit could also be linked to activities in other subject areas at National 2, for example Social Subjects.

## **Assessment**

There is no external assessment for National 2 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the *Unit Assessment Support pack*.

To achieve the Unit, learners must achieve the Unit Outcomes.

Evidence for this Unit could be collected during learning and teaching activities.

Teachers/lecturers could therefore record naturally occurring evidence as a way of meeting the Unit Outcomes. Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be recorded for assessment purposes in a variety of ways, including:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Alternatively, where assessment is carried out as a discrete activity, this could be as a single event or it may be broken up into smaller, more manageable sections. In this case, care must be taken to avoid duplication of evidence and potential assessment.

Learners will benefit from receiving accurate and regular feedback on their work regarding their learning. This helps to ensure they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

## **Authentication**

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the Equality and inclusion section.

# Developing skills for learning, skills for life and skills for work

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

<b>Skills for learning, skills for life and skills for work</b>	<b>Examples of learning and teaching approaches</b>
<b>1 Literacy</b>	
1.3 Listening and talking Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.	Where appropriate, learners could use their normal mode of communication to: <ul style="list-style-type: none"> <li>◆ communicate, eg identifying the main terms relating to moral behaviour</li> <li>◆ respond, eg using moral terms to describe behaviour</li> </ul>
<b>4 Employability, enterprise and citizenship</b>	
4.6 Citizenship Citizenship includes having concern for the environment and for others; being aware of rights and responsibilities; being aware of the democratic society; being outward looking towards society; being able to recognise one's personal role in this context; and being aware of global issues, understanding one's responsibilities within these, and acting responsibly.	Where appropriate, learners could demonstrate aspects of citizenship (eg being aware of rights and responsibilities, acting responsibly) by: <ul style="list-style-type: none"> <li>◆ identifying an appropriate course of moral action for a given context</li> <li>◆ identifying consequences of a moral action for a given context</li> </ul>
<b>5 Thinking skills</b>	
5.4 Analysing and evaluating This covers the ability to identify and weigh-up the features of a situation or issue and to use your judgement of them in coming to a conclusion. It includes reviewing and considering any potential solutions.	Where appropriate, learners could demonstrate analytical and evaluation skills by: <ul style="list-style-type: none"> <li>◆ identifying an appropriate course of moral action for a given context</li> <li>◆ identifying consequences of a moral action for a given context</li> </ul>

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

# Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 2 are likely to require more support with their learning than at other levels. The support provided should be appropriate for the learner, for the subject area and for the activity involved. Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ practical helpers under direct learner instruction could assist with practical activities (this could also include a reader and/or scribe as appropriate)
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT, including adaptive technologies such as braille and assistive technologies (such as voice-activated software) to support learners with limited capacities to write

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will generate the necessary evidence of achievement.

# Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [\*Building the Curriculum 4: Skills for learning, skills for life and skills for work\*](#)
- ◆ [\*Building the Curriculum 5: A framework for assessment\*](#)
- ◆ [\*Guide to Assessment \(January 2014\)\*](#)
- ◆ Principles and practice papers for curriculum areas
- ◆ [\*Research Report 4 — Less is More: Good Practice in Reducing Assessment Time\*](#)
- ◆ [\*Coursework Authenticity — a Guide for Teachers and Lecturers\*](#)
- ◆ [\*SCQF Handbook: User Guide \(published 2009\)\*](#) and
- ◆ SCQF level descriptors: [www.sqa.org.uk/sqa/4595.html](http://www.sqa.org.uk/sqa/4595.html)
- ◆ [\*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work\*](#)
- ◆ [\*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool\*](#)
- ◆ [\*SQA Guidelines on e-assessment for Schools\*](#)
- ◆ [\*SQA Guidelines on Online Assessment for Further Education\*](#)
- ◆ [\*SQA e-assessment web page\*](#)

# Administrative information

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## History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

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