

Unit Support Notes — RME: World Religions (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: World Religions* (National 2) 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: World Religions* (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 help learners develop a basic understanding of world religions and the festivals associated with these religions.

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, RME 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 religious faith.
- 2 Demonstrate a basic understanding of religious festivals.

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: World Religions (National 2)

The general aim of this Unit is to help learners develop a basic understanding of world religions and the festivals associated with these religions. World religions could include: Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism. The learner will:

Outcomes and Assessment Standards	Guidance and suggested learning and teaching approaches
<p>1 Demonstrate a basic understanding of religious faith by:</p> <p>1.1 Identifying key beliefs for given world religions</p> <p>1.2 Identifying key practices related to given world religions</p>	<p>The same world religions should be used for all Assessment Standards. However, teachers/lecturers could explore a range of world religions with learners to provide opportunities for a broader learning experience. Guest speakers could be invited to explain aspects of their religion and faith to learners. Learners could also share aspects of their own religion and faith as part of a group discussion.</p> <p>Teachers/lecturers should choose the world religions and provide resources appropriate for the chosen religions to help learners identify key beliefs and practices. Examples of resources and/or activities which teachers/lecturers could use include:</p> <ul style="list-style-type: none">◆ extracts from sacred or official texts (abridged and/or adapted as appropriate)◆ accurate re-tellings of sacred texts◆ non-textual sources which clearly describe aspects of the religion concerned◆ watching and/or listening to recorded materials: DVD, CD, audiobooks, film, TV excerpts◆ using artefacts (eg a kippah/yarmulke)◆ listening to guest speakers◆ making a visit(s) <p>Examples of key beliefs could include aspects of, for example:</p> <ul style="list-style-type: none">◆ the teachings of the Buddha in Buddhism◆ the actions/teachings of Muhammad in Islam◆ stories of the deities in Hinduism

- ◆ stories and teachings of faith in Judaism (eg The Torah — Orthodox Judaism)
- ◆ stories and teachings of faith in Christianity (eg The Bible)
- ◆ the teachings of the Gurus in Sikhism

Examples of key practices could include:

- ◆ places and times of worship
- ◆ features of worship (eg separation of men and women)
- ◆ festivals and holy days
- ◆ ceremonies associated with birth, marriage and death

Possible learning and teaching activities could include:

- ◆ creating posters and/or drawings
- ◆ creating text
- ◆ matching and/or sorting images and/or objects
- ◆ displaying and/or labelling 'real life' objects and/or clothing
- ◆ creating a multimedia product
- ◆ capturing and/or downloading images

Learners identify key beliefs for given world religions. Learners also identify key practices related to given world religions. Examples of key beliefs and practices are shown below:

Religion	Key beliefs	Key practices
Islam	<ul style="list-style-type: none"> ◆ Belief in one god — Allah ◆ Quran contains the words of Allah 	<ul style="list-style-type: none"> ◆ following the five pillars of Islam: <ul style="list-style-type: none"> shahadah — reciting the Muslim profession of faith salat — praying five times a day zakat — paying alms (charity) sawm — fasting during Ramadan hajj — making pilgrimage to Mecca ◆ worshipping in a mosque

	<table border="1"> <tr> <td data-bbox="645 212 831 515">Sikhism</td> <td data-bbox="831 212 1189 515"> <ul style="list-style-type: none"> ◆ Guru Granth Sahib (formerly Adi Granth) is the sacred text ◆ Believe in karma and (re)incarnation </td> <td data-bbox="1189 212 1957 515"> <ul style="list-style-type: none"> ◆ worshipping in the gurdwara ◆ adopting the 5 K's: <ul style="list-style-type: none"> kesh — leaving hair uncut kara — wearing a steel bracelet kanga — using a wooden comb kaccha (also kachh, kachera) — wearing cotton underwear kirpan — wearing a steel sword (ceremonial) </td> </tr> </table>	Sikhism	<ul style="list-style-type: none"> ◆ Guru Granth Sahib (formerly Adi Granth) is the sacred text ◆ Believe in karma and (re)incarnation 	<ul style="list-style-type: none"> ◆ worshipping in the gurdwara ◆ adopting the 5 K's: <ul style="list-style-type: none"> kesh — leaving hair uncut kara — wearing a steel bracelet kanga — using a wooden comb kaccha (also kachh, kachera) — wearing cotton underwear kirpan — wearing a steel sword (ceremonial) 											
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<p>2 Demonstrate a basic understanding of religious festivals by:</p> <p>2.1 Identifying key festivals for given world religions</p> <p>2.2 Identifying main features of key festivals for given world religions</p>	<p>The same world religions should be used for all Assessment Standards. However, teachers/lecturers could explore a range of world religions with learners to provide opportunities for a broader learning experience. Guest speakers could be invited to explain aspects of their religion and associated festivals to learners. Learners could also share aspects of their own religion and associated festivals as part of a group discussion.</p> <p>Teachers/lecturers should choose the world religions. Teachers/lecturers could use religions and their associated festivals as identified on a global citizenship calendar. Alternatively, teachers/lecturers could use a themed approach, eg religious festivals linked to food. Teachers/lecturers could also use the context of centre-wide activities, eg a focus week on different religions and/or religious communities, or a visit to the centre by representatives from different religious communities. Examples of religions and festivals could include:</p> <table border="1" data-bbox="645 1050 1939 1326"> <thead> <tr> <th>Religion</th> <th>Festivals</th> </tr> </thead> <tbody> <tr> <td>Buddhism</td> <td>Vesak or Visakah Puja day of Gautama Buddha's birth, Buddhist New Year</td> </tr> <tr> <td>Christianity</td> <td>Christmas, Easter, Lent</td> </tr> <tr> <td>Hinduism</td> <td>Diwali, Janmashtami (birthday of Krishna), Raksha Bandhan, Holi</td> </tr> <tr> <td>Islam</td> <td>Eid-ul-Adha, Eid-ul-Fitr, Ramadan</td> </tr> <tr> <td>Judaism</td> <td>Chanukah (Hanukkah), Passover, Sukkot (Harvest)</td> </tr> <tr> <td>Sikhism</td> <td>Bandi Chhor Divas, Birthday of Guru Nanak, Baisakhi</td> </tr> </tbody> </table>	Religion	Festivals	Buddhism	Vesak or Visakah Puja day of Gautama Buddha's birth, Buddhist New Year	Christianity	Christmas, Easter, Lent	Hinduism	Diwali, Janmashtami (birthday of Krishna), Raksha Bandhan, Holi	Islam	Eid-ul-Adha, Eid-ul-Fitr, Ramadan	Judaism	Chanukah (Hanukkah), Passover, Sukkot (Harvest)	Sikhism	Bandi Chhor Divas, Birthday of Guru Nanak, Baisakhi
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Learners identify key festivals for given world religions. Learners also identify the main features of key festivals for given world religions. This could include:

- ◆ the time of year the festivals take place
- ◆ the foods eaten at the festivals
- ◆ the objects used and/or clothes worn for the festivals
- ◆ the ceremonies/services carried out at the festivals

Possible learning and teaching activities could include:

- ◆ creating posters and/or drawings
- ◆ creating text
- ◆ matching/sorting exercises
- ◆ displaying and/or labelling 'real life' objects and/or clothing
- ◆ creating a multimedia product
- ◆ participating in festivals and events
- ◆ making cards, items, sweets, food and/or other gifts to celebrate festivals and events

Learner responses could include the following information, for example:

Religion	Festival	Main features
Sikhism	Birthday of Guru Nanak	<ul style="list-style-type: none"> ◆ gurdwara decorated with flowers, flags and lights ◆ wearing new clothes ◆ eat special, sweet tasting food (Karah Parasaad)
Judaism	Hanukkah	<ul style="list-style-type: none"> ◆ special candle called Menorah is lit ◆ eat potato cakes and deep-fried dough balls ◆ exchange gifts

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.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
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"> ◆ communicate, eg identifying the key beliefs for given world religions ◆ respond, eg to questions about the key practices related to given world religions
4 Employability, enterprise and citizenship	
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 outward looking towards society) by: <ul style="list-style-type: none"> ◆ identifying key festivals for given world religions ◆ identifying the main features of key festivals for given world religions

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
- ◆ [*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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