Comparison document

(Version 2.0 April 2016 compared to previous version)

Philosophy of Religion (Advanced Higher) Unit

SCQF: level 7 (8 SCQF credit points)

Unit code: H7XH 77

> The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Unit outline

The general aim of this Unit is to develop skills to explain and critically evaluate key questions from the philosophy of religion. Learners will develop in-depth knowledge and understanding of the questions and responses to them.

Learners who complete this Unit will be able to:

1   Critically evaluate arguments from the philosophy of religion

This Unit is a mandatory Unit of the Advanced Higher Religious, Moral and Philosophical Studies Course and is also available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Course/Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The Course Assessment Specification for the Advanced Higher Religious, Moral and Philosophical Studies Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Advanced Higher Religious, Moral and Philosophical Studies Course.

Recommended entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

♦ Higher Religious, Moral and Philosophical Studies Course or relevant Component Units

Equality and inclusion

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the Course and Unit Support Notes.

Standards

Outcomes and assessment standards

Outcome 1

The learner will:

1 Critically evaluate arguments from the philosophy of religion by:

1.1 ~~Analysing the philosophical reasoning behind two key arguments within the philosophy of religion~~ <u>Providing an in-depth account of one claim about the existence of God</u>

1.2 Analysing the ~~philosophical reasoning behind one key response to each argument~~<u>basis of the claim about the existence of God</u>

1.3 Evaluating<u>, in depth, one criticism of the claim about the existence of God and a counter argument against the criticism</u> ~~the strengths and limitations of the philosophical reasoning involved in each argument and response, in depth~~

1.4 ~~Synthesising information to produce~~<u>Developing</u> a well-reasoned conclusion on the <u>claim about the existence of God</u>~~validity of the arguments and responses, in depth and taking full account of a range of viewpoints, explaining supporting evidence and responding to relevant counter-arguments~~

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats, including, for example, presentations, essays, written responses to questions and participation in group tasks. The evidence does not need to come e from a single activity, but can be assembled from a variety of tasks and assessments carried out during the Course.

Evidence may be presented for individual Assessment Standards or gathered for the Unit as a whole.

Exemplification of assessment is provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Course/Unit Support Notes.*

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1   Literacy

1.1   Reading
1.2   Writing

4   Employability, enterprise and citizenship

4.6   Citizenship

5   Thinking skills

5.3   Applying
5.4   Analysing and evaluating

Amplification of these is given in SQA's Skills Framework: Skills for Learning, Skills for Life and Skills for Work. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the Course and Unit Support Notes.

Administrative information

Published: April 2015 2016 (version 23.0)

Superclass: DD

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Assessment Standards revised.	Qualifications Development Manager	April 2015
3.0	Assessment Standards amended to provide clarification and reduce duplication in assessment.	Qualifications Manager	April 2016