

## National Unit Specification: general information

<b>UNIT</b>	Questioning Belief (Access 3)
<b>NUMBER</b>	D580 09
<b>CLUSTER</b>	Religious, Moral and Philosophical Studies (Access 3)

### SUMMARY

The unit seeks to develop basic understanding of the nature and influence of belief and to allow candidates to make a personal response to an issue of belief.

### OUTCOMES

- 1 Demonstrate a basic understanding of belief.
- 2 Demonstrate a basic understanding of how religious beliefs influence practice.
- 3 Evaluate beliefs from a world religious community.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 3.

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### Administrative Information

<b>Superclass:</b>	DD
<b>Publication date:</b>	April 2000
<b>Source:</b>	Scottish Qualifications Authority
<b>Version:</b>	02

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## **National Unit Specification: general information (cont)**

**UNIT**      Questioning Belief (Access 3)

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None	
<b>Core skills components for the unit</b>	Critical Thinking	Acc 3

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT**      Questioning Belief (Access 3)

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 and explain the difference between belief statements and fact statements.
- (b) Provide examples of personal beliefs.

##### **Evidence requirements**

PCs (a) and (b) evidence in the form of a matching exercise and short answer responses.

#### **OUTCOME 2**

Demonstrate a basic understanding of how religious beliefs influence practice.

##### **Performance criteria**

- (a) Describe three beliefs from a specified world religion.
- (b) Using examples from that religion show how a person's religious beliefs can influence practice.

##### **Evidence requirements**

PCs (a) and (b): evidence in the form of short answer responses.

#### **OUTCOME 3**

Evaluate beliefs from a world religious community.

##### **Performance criteria**

- (a) Express an opinion on the truth or relevance of at least two beliefs.
- (b) Support each opinion with at least one reason.

##### **Evidence requirements**

PCs (a) and (b): evidence in the form of a short answer response.

Oral and/or written evidence will be appropriate for meeting all outcomes and performance criteria. Candidates should be allowed to provide appropriate evidence by use of their normal mode of communication. Evidence may also be gathered through the use of role-play or case studies in which for example candidates can demonstrate their ability to use relevant terms accurately and appropriately. Evidence of candidates' opinions may be gathered through an individual or group interview in which each candidate's contribution is clearly distinguished and separately recorded.

## **National Unit Specification: support notes**

### **UNIT            Questioning Belief (Access 3)**

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 CONTENT AND CONTEXT FOR THIS UNIT**

This unit explores the nature of belief at an introductory level, providing an awareness of the meaning of the terms ‘belief’ and ‘belief in action’ and exploring some of the following issues in a practical way:

- recognising the difference between belief statements and fact statements
- understanding belief as a part of life; considering personal beliefs
- considering religious beliefs and how they can influence practice
- evaluating a belief from a world religious community

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In approaching each of the learning outcomes the intention is for the candidates to demonstrate a basic understanding of issues of belief and to explore different viewpoints. At this level most of the learning and teaching approaches will be discursive and practically – based using a variety of stimuli, eg, written, audio/video tapes, role play. Human perceptions as varied and limited can be demonstrated through various sensory tests, optical illusions, discussion of issues, role play and so on.

To understand what an ‘issue of belief’ is, candidates will be introduced to a number of different types of belief and a limited range of viewpoints on each belief. The exploration of belief should be fairly general and not too extensive in nature.

In the achievement of Outcome 3, it is important that candidates demonstrate that action can be influenced by religious beliefs, eg, candidates might describe what Muslims believe about life after death and explain how this influences Muslim burial rites; or describe how Christians’ belief about Jesus influences the way they worship.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

For all outcomes, evidence of an appropriate level of achievement could be generated from oral or written responses to structured questions or through an oral interview.

The outcomes are 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, then in relation to religious belief.

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 outcomes and to the candidates’ capabilities.

Teachers/lecturers may consider the possibility of assessing two or more outcomes together.

## **National Unit Specification: support notes (cont)**

### **UNIT**      Questioning Belief (Access 3)

#### **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 alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).