SCOTTISH
QUALIFICATIONS
AUTHORITY

**RELIGIOUS, MORAL AND
PHILOSOPHICAL STUDIES**
Access 3

Second edition – published April 2000

![Scottish Qualifications Authority logo]

NOTE OF CHANGES TO ACCESS 3 ARRANGEMENTS
SECOND EDITION TO BE PUBLISHED APRIL 2000

CLUSTER TITLE: Religious, Moral and Philosophical Studies (Access 3)

CLUSTER NUMBER: C072 09

National Cluster Specification

Cluster Details: Core skills statement expanded
                        Minor changes

National Unit Specification

All units   Core skills statement expanded
                  Minor changes

![Scottish Qualifications Authority logo]

National Cluster

RELIGIOUS, MORAL AND PHILOSOPHICAL STUDIES (ACCESS 3)

CLUSTER NUMBER   C072 09

STRUCTURE

The programme of study has three mandatory units, as follows:

D580 09	*Questioning Belief (Acc 3)*	*1 credit (40 hours)*
D581 09	*Questioning Morality (Acc 3)*	*1 credit (40 hours)*
D582 09	*Questioning the World (Acc 3)*	*1 credit (40 hours)*

In common with all courses this programme of study includes a further 40 hours over and above the 120 hours for component units. This may be used for induction, extending the range of learning and teaching approaches, and preparation for internal assessment. This time is an important element of the programme and advice on its use is included in the cluster details.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

Additional copies of this specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Cluster: general information (cont)

CLUSTER   Religious, Moral and Philosophical Studies (Access 3)

CORE SKILLS

This cluster gives automatic certification of the following:

Complete core skills for the cluster   None

Core skills components for the cluster   Critical Thinking   Acc 3

For information about the automatic certification of core skills for any individual unit in this cluster, please refer to the general information section at the beginning of the unit.

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

National Cluster: details

CLUSTER   Religious, Moral and Philosophical Studies (Access 3)

RATIONALE

The rationale and aims of Religious, Moral and Philosophical Studies at Access 3 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 and secondary school sectors.

Religion
Candidates will investigate the nature and scope of religion. They will explore how the search for meaning, value and purpose has expressed itself in a range of historical and religious traditions. Developing the skills involved in providing explanation and personal judgement forms an integral part of this exploration.

Morality
Candidates will investigate the nature and scope of morality. They will explore how the search for meaning, value and purpose is expressed in the application of moral attitudes and influences to a range of contemporary issues. Developing the skills involved in adopting personal stances and in making moral decisions forms an integral part of this exploration within the context of both religious and other stances for living.

Philosophy
Candidates will explore philosophical thinking as it relates to religion and morality. Developing basic thinking and reasoning skills, making relevant responses and offering personal supported opinions form an integral part of this exploration.

Religious, Moral and Philosophical Studies at Access 3 is concerned with the development of the whole person, particularly in relation to self-awareness, relationships with others, appreciation of his or her place in the world and the realm of personal beliefs, values and lifestyles.

Candidates will have opportunities to:

- extend and develop their knowledge and understanding of aspects of religion, morality and philosophy
- develop their ability to think critically and express informed opinion on certain concepts and issues, and to be sensitive to the views of others
- continue to reflect upon their own life experiences, and develop their personal values and beliefs

Candidates are 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 of the cluster of units is for candidates to engage personally with a limited range of concepts and issues which should promote the development of their own beliefs and values, and contribute significantly to their personal and social development.

National Cluster: details (cont)

CLUSTER   Religious, Moral and Philosophical Studies (Access 3)

CONTENT

The component units require candidates to attain a demonstrable level of competence in skills, knowledge and understanding, explanation and personal judgement achieved through the study of selected concepts, beliefs and viewpoints. In undertaking the cluster of units, candidates have an opportunity to develop these abilities further, deepening knowledge and understanding and integrating knowledge and skills acquired across the component units. Candidates should have opportunities to demonstrate the ability to link knowledge and skills in straightforward presentations of information, explanation and opinion.

Questioning Belief (40 hours)

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 beliefs from a world religious community

Candidates will have opportunities to:

- demonstrate a basic understanding of the nature of belief using a wide range of stimuli
- explain what an issue of belief is
- explain at a basic level how a religious belief can influence the way a person acts
- express a personal opinion on an issue of belief with a supporting reason
- become aware of their own personal beliefs and values through discussion of these issues

Questioning Morality (40 hours)

This unit explores the nature of morality at an introductory level, focusing on some of the key terms used in the discussion of moral issues. Candidates will be expected to explore the nature of morality in relation to issues arising from either human rights or human relationships.

Candidates will have opportunities to:

- demonstrate a basic understanding of the nature of morality
- explain what a moral issue is
- explain how making moral decisions is influenced by people's attitudes and stances
- express a personal opinion on a moral issue with a supporting reason
- become aware of their own personal moral attitudes and stances

National Cluster: details (cont)

CLUSTER   Religious, Moral and Philosophical Studies (Access 3)

Questioning the World (40 hours)

This unit explores the nature of community and considers the importance of rules. Areas to be studied include:

- different types of community, eg 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 to:

- explore the nature of community at a basic level, through a number of concrete examples
- explore the benefits and responsibilities of belonging to a community
- develop a basic understanding of some rules, benefits and responsibilities of belonging to a world religious community
- express a personal opinion on the relevance or applicability of a rule from within a selected religious community

ASSESSMENT

Candidates should be aware of assessment criteria and instruments. It is anticipated that ongoing assessment will take place, informing and supporting candidates. Holistic approaches to assessment should be adopted. A variety of approaches to assessment may be appropriate. The units which comprise the cluster of units will be assessed internally. Details of internal assessment are provided in the unit specification. Candidates will prepare for the outcomes of each unit, which will evolve through learning and activities across the units. The evidence requirements within the unit allow candidates to present their personal opinions using various forms of response, eg, through oral or written work, depending on their individual needs and capabilities.

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/lecturer exposition should be complemented by opportunities for candidates to reflect on what has been learned. Structured discussion should be used to develop critical thinking skills and the ability to formulate supportive arguments. There should also be opportunities to present and support 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 argued a particular point or explained a moral issue.

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 to and to treat with respect the views of others.

National Cluster: details (cont)

CLUSTER   Religious, Moral and Philosophical Studies (Access 3)

Across the component units there has been a deliberate attempt to provide repeated opportunities to practise the basic skills within the programme of study. 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, teaching staff should tailor the learning and teaching process to guide candidates towards the improved use of these skills, and internal assessment would be used to confirm a basic grasp of them.

A fundamental focus of learning and teaching across all units is to enable candidates to relate the subject matter to their own life experiences. Regular opportunities should be provided which allow candidates to reflect upon the development of 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 concepts 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.

A summary of the use of the further 40 hours would comprise:

- providing additional support and follow up assessment to ensure that all the outcomes of the component units have been achieved
- engaging in discussion and practice in the extended use of the skills in different units or contexts

SPECIAL NEEDS

This 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).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each cluster
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT   Questioning Belief (Access 3)

NUMBER   D580 09

CLUSTER   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.

National Unit Specification: general information (cont)

UNIT   Questioning Belief (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   None

Core skills components for the unit   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).

National Unit Specification: general information

UNIT	Questioning Morality (Access 3)
NUMBER	D581 09
CLUSTER	Religious, Moral and Philosophy Studies (Access 3)

SUMMARY

The unit seeks to develop a basic understanding of a moral issue and of some moral stances which influence attitudes towards it, and to allow candidates to make a personal response to a moral issue.

OUTCOMES

1   Demonstrate a basic understanding of morality.
2   Demonstrate understanding of how moral behaviour affects other people.
3   Evaluate moral situations.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Administrative Information

National Unit Specification: general information (cont)

UNIT   Questioning Morality (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   None

Core skills components for the unit   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 Morality (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 morality.

Performance criteria
(a)   Identify a range of terms relating to moral behaviour.
(b)   Distinguish the range of terms in moral behaviour from their use in other contexts.

Evidence requirements
PCs (a) and (b): evidence in the form of multiple choice activities.

OUTCOME 2

Demonstrate understanding of how moral behaviour affects other people.

Performance criteria
(a)   Given an appropriate issue, describe the consequences of a moral action.
(b)   Explain how this moral action can affect other people.

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

OUTCOME 3

Evaluate moral situations.

Performance criteria
(a)   Given a moral situation in relation to an issue, state possible courses of action.
(b)   Support each decision with at least one reason.

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

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 Morality (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 morality at an introductory level, focusing on some of the key terms used in the discussion of moral issues. Candidates will be expected to explore the nature of morality in relation to issues arising from either human rights or human relationships.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

To develop their understanding of what a moral issue is, candidates will be introduced to a number of basic moral terms which together form a glossary of moral words, eg, good/bad, right/wrong. They will be introduced to the distinction between 'is' and 'ought': that moral terms carry with them a sense of obligation, responsibility and moral force. They are not value-free. Once this is understood, they should be able to identify from a range of moral and non-moral statements those which contain a moral issue.

It will be important to emphasise the fact that morality is to do with personal ideas and behaviour, but that there is also an interpersonal dimension to morality which is to do with ideas and behaviour between people, for example, keeping a promise has a social implication in terms of one's relationship with others, but it also has a bearing on one's personal attitude and values. Naturally, stealing has a bearing on the individual's attitudes and values but could also have a significant implication for society. Once these moral terms are explored, candidates should be able to show from their own experience how morality is to do with personal/interpersonal attitudes and behaviour.

The teacher/lecturer will use a variety of teaching strategies to illustrate that people are motivated by different attitudes and values: 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, 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, role-play, could be used at this point, drawing continually on the candidates' experiences.

National Unit Specification: support notes (cont)

UNIT Questioning Morality (Access 3)

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 morality and its influence 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 behaviour portrayed. The opinion should be supported by at least one reason.

Teachers/lecturers may use a variety of methods to elicit appropriate responses from role-play (how a particular moral attitude 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.

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).

National Unit Specification: general information

UNIT   Questioning the World (Access 3)

NUMBER   D582 09

CLUSTER   Religious, Moral and Philosophical Studies (Access 3)

SUMMARY

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

OUTCOMES

1   Demonstrate a basic understanding of the term "community".
2   Demonstrate understanding of what it means to belong to a world religious community.
3   Evaluate rules from within a specified world religious community.

RECOMMENDED ENTRY

Entry is at the discretion of the centre.

CREDIT VALUE

1 credit at Access 3.

Administrative Information

Superclass: DD

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National Unit Specification: general information (cont)

UNIT   Questioning the World (Access 3)

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit   None

Core skills components for the unit   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 the World (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 the term "community".

Performance criteria
(a) Identify and describe groups to which people belong.
(b) Explain why it is necessary for groups and communities to have rules.

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

OUTCOME 2

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

Performance criteria
(a) Describe three rules accepted in a specified world religious community.
(b) Explain the benefits and responsibilities of belonging to this religious community.

Evidence requirements
PCs (a) and (b): evidence in the form of a multiple-choice activity and short answer responses.

OUTCOME 3

Evaluate rules from within a specified world religious community.

Performance criteria
(a) Express an opinion on the relevance of at least two rules.
(b) Support each opinion with at least one reason.

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

Visual, oral and/or written evidence may be appropriate for meeting all outcomes and performance criteria. Candidates should be allowed to provide appropriate evidence by use of their preferred 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 the World (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

In this unit the candidates are introduced to the concept of 'community', and the fact that different issues affect different communities. Whilst a variety of examples can be explored, a fundamental characteristic of this unit is the recognition that each candidate is a member of various communities, and as such has rights and responsibilities in relation to these communities.

This unit explores the nature of community and considers the importance of rules. Areas to be studied include:

- different types of community, eg 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

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates will be introduced to a number of ideas which explore the nature of community, eg, that the word 'community' is used in different ways to refer to different social groups; that communities undergo change; that individuals can feel a sense of belonging to, and rejection from, certain communities.

The teacher/lecturer 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 religious community all over the world, whilst a village community shares certain facilities and the community is influenced by its geographical location. In exploring the idea of those factors which give a group or community its particular identity, the need for rules should be explored, not as something which limits people's activities but as an aid to harmonious living and cooperation. It should also be possible, at a basic level, to consider the significance of these rules in terms of highlighting how these are an outward sign of 'belonging' to a specific group.

In Outcome 2 there requires to be considerable input regarding a particular world religious community, exploring the benefits and responsibilities of belonging to that group. A variety of visual material and discussion should be used in illustrating and exploring this as it will largely be 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, eg 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 the Khalsa. Emphasis should be given to illustrating how these rules influence the behaviour, dress, food, general activity etc of the believer.

National Unit Specification: support notes (cont)

UNIT   Questioning the World (Access 3)

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 community, including a religious community, and to consider the importance of rules.

Teachers/lecturers may use a variety of methods to elicit appropriate responses.

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

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).