

National Unit Specification: general information

UNIT	Religion and the Social World (Intermediate 1)
NUMBER	D410 10
COURSE	Religious, Moral and Philosophical Studies (Intermediate 1)

SUMMARY

The unit seeks to develop understanding of social issues taking account of religious perspectives and to provide an opportunity for candidates to express and justify their opinions.

OUTCOMES

- 1 Demonstrate understanding of social issues taking into account a religious perspective.
- 2 Analyse social issues taking into account a religious perspective.
- 3 Evaluate social issues taking into account a religious perspective.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious Studies Standard Grade at Foundation level
- in Religious, Moral and Philosophical Studies at Access 3 level
- in a Short Course in Religious and Moral Education
- in a Social Subject at an equivalent level

The unit will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

Administrative Information

Superclass:	DD
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National Unit Specification: general information (cont)

UNIT Religion and the Social World (Intermediate 1)

CREDIT VALUE

1 credit at Intermediate 1.

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 Int 1

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 Religion and the Social World (Intermediate 1)

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 understanding of social issues taking into account a religious perspective.

Performance criteria

- (a) Describe a social issue.
- (b) Explain why the issue is important in relation to a chosen religion.

Evidence requirements

PCs (a) and (b): evidence in the form of a restricted response for one out of three issues. The restricted response should describe the main features of the issue and explain why it is important in relation to a chosen religion.

OUTCOME 2

Analyse social issues taking into account a religious perspective.

Performance criteria

- (a) For the chosen religion, explain two beliefs which relate to the social issue.
- (b) Refer to appropriate sources of the chosen world religion.

Evidence requirements

PCs (a) and (b): evidence in the form of a restricted response for one out of three issues. The restricted response should explain two beliefs and exemplify them by reference to the appropriate scriptures **or** other authoritative writings within the chosen religion.

OUTCOME 3

Evaluate social issues taking into account a religious perspective.

Performance criteria

- (a) Express a clear personal opinion on a given social issue.
- (b) Justify this opinion by supporting it with at least two appropriate reasons.

Evidence requirements

PCs (a) and (b): evidence in the form of a restricted response for one out of three issues. The issue should be the same issue assessed in Outcomes 1 and 2. The restricted response should consist of a clear personal opinion supported by at least two reasons.

National Unit Specification: support notes

UNIT Religion and the Social World (Intermediate 1)

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 optional unit the areas of study are:

- Family
- Growing up
- Work

Family

- Is the family still important?
Different meanings of family, values and rules, freedom and responsibility.

Growing up

- Is there an appropriate age for becoming an adult?
Growing up in a religious community, coming of age, importance of customs and ceremonies.

Work

- Is work necessary for a fulfilling life?
Different meanings of work, value of work, cost of unemployment.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should cover all three specified areas of study. Each area of study should be examined from the perspective of the same world religion. The world religion should be chosen from: Buddhism, Christianity, Hinduism, Judaism, Sikhism or Islam. The specific religion chosen is a matter for negotiation between candidates and the teacher/lecturer.

In Outcome 1, candidates must be able to describe what the issue is about and explain why it is important in relation to the chosen religion.

In Outcome 2, candidates are expected to explain two beliefs that relate to the issue. They are also expected to refer to appropriate sources in order to support and exemplify both beliefs. Sources include the scriptures of the chosen religion and material from other authoritative documents and writers within that tradition. Candidates should exemplify the beliefs by referring to appropriate scriptures **or** to other authoritative documents or writers.

In Outcome 3, candidates are expected to express a clear personal opinion on an issue relating to each area of study and support it with at least two appropriate reasons.

National Unit Specification: support notes (cont)

UNIT Religion and the Social World (Intermediate 1)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Wherever possible, assessment should be used judiciously and efficiently to provide evidence of the achievement of all the learning outcomes in the units, and where appropriate, to contribute to course assessment. The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision without collaboration and the assistance of notes or teacher/lecturer advice. The evidence should be composed of assessments relating to each of the outcomes with equal weighting being given to each outcome. The evidence should be based on one out of the three issues within the chosen area of study.

The marking scheme would reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of all the performance criteria.

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).