

## National Unit Specification: general information

<b>UNIT</b>	Justice in the World (Intermediate 2)
<b>NUMBER</b>	D411 11
<b>COURSE</b>	Religious, Moral and Philosophical Studies (Intermediate 2)

### SUMMARY

The unit seeks to develop understanding of issues that relate to justice and to provide candidates with the opportunity to make judgements and draw conclusions.

### OUTCOMES

- 1 Demonstrate understanding of issues that relate to justice.
- 2 Analyse issues that relate to justice.
- 3 Evaluate issues that relate to justice.

### 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 General level
- in Religious, Moral and Philosophical Studies at Intermediate 1 level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at an equivalent level

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

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### Administrative Information

<b>Superclass:</b>	DD
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<b>Version:</b>	04

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

**UNIT** Justice in the World (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2.

### **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 Int 2

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 Justice in the World (Intermediate 2)**

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 issues that relate to justice.

##### **Performance criteria**

- (a) Describe an issue that relates to justice.
- (b) Explain how the issue relates to the chosen area of study.

The response will describe the main features of the issue and explain how it relates to the chosen area of study.

#### **OUTCOME 2**

Analyse issues that relate to justice.

##### **Performance criteria**

- (a) Explain at least one viewpoint on the issue.
- (b) Support the viewpoint with evidence from at least two sources.

##### **Evidence requirements for Outcomes 1 and 2.**

Evidence in the form of one extended response for one out of three issues.

The response will describe the main features of the issue and explain how it relates to the chosen area of study.

The response will explain at least one viewpoint. One source should be from the scriptures.

The second should be based on a report, publication or development from within a particular church tradition or secular organisation.

#### **OUTCOME 3**

Evaluate issues that relate to justice.

##### **Performance criteria**

- (a) Discuss both sides of a given issue.
- (b) Present a clear personal conclusion and support it with at least two appropriate reasons.

##### **Evidence requirements**

PCs (a) and (b): evidence in the form of one extended response for one out of three issues. The issue should be the same issue assessed in Outcomes 1 and 2.

The extended response will consist of comment on both sides of the issue and a clear personal conclusion supported by two appropriate reasons.

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

### **UNIT Justice in the World (Intermediate 2)**

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 there is a choice of an area of study from the following:

- Social Justice
- Global Solidarity

##### Social Justice

- Should Christians challenge inequality?  
Distribution of wealth, taxation, a just wage.
- Is it possible to build a just society?  
The involvement of Christians in politics, taking a stand on social issues, the role of the churches.
- Do Christians have a moral duty to work for peace?  
Biblical views of peace, the importance of reconciliation, the role of organisations.

##### Global Solidarity

- Are Christians obliged to help the poor?  
The facts about world hunger, aid to the poor, poverty and riches in the Bible.
- Is trade between the North and South fair?  
Trade between developed and developing countries, the problem of debt, promoting the common good.
- Do Christians have a moral duty to protect the environment?  
The importance of stewardship, Christian attitudes to the environment, the message of Genesis.

Sources should include scriptures and recent reports, publications or developments from within the churches or secular organisations. Reports, publications and developments may be drawn from a particular tradition or from a combination of several traditions.

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

In Outcome 1 candidates are expected to describe what the issue is about and to explain how it relates to the chosen area of study, either social justice or global solidarity.

In Outcome 2 they should explain at least one viewpoint on the issue and support it with evidence from scripture and from recent reports, publications or developments. They may be drawn from a particular tradition or from a combination of several traditions.

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

### **UNIT Justice in the World (Intermediate 2)**

In Outcome 3, candidates will be required to evaluate an issue relating to each of the sections within the chosen area of study. This will involve them in commenting on both sides of the issue and presenting a clear personal conclusion about the issue in question. The conclusion itself should be clear and unambiguous and supported by at least two reasons.

#### **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 focus on one issue of the chosen area.

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).