

## National Unit Specification: general information

**UNIT** Questioning Belief: Influencing Action (Access 1)

**NUMBER** D94A 07

### SUMMARY

This unit seeks to develop the candidate's understanding of how religious beliefs influence people's actions, as exemplified by a brief consideration of one world religion.

### OUTCOME

Demonstrate a basic understanding of how religious beliefs influence action.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at Access 1 (6 SCOTCAT points\*) at SCQF level 1.

\*SCOTCAT points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCOTCAT points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

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## Administrative Information

**Superclass:** DD

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

### **UNIT**      Questioning Belief: Influencing Action (Access 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**

Demonstrate a basic understanding of how religious beliefs influence action.

#### **Performance criteria**

- a) Identify three beliefs from a specified world religion.
- b) Using an example, show how a person's religious beliefs can influence action.

#### **Evidence requirements**

Candidates should be allowed to provide evidence by the use of their normal mode of communication, which may be verbal or non-verbal and which may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted communication.

For PC (a) the candidate should identify three beliefs from a named world religion. Simple questions asking the candidate to identify three correct statements of belief would be suitable for eliciting candidate evidence.

For PC (b) a slightly fuller response would be expected, in which the candidate explains how one important aspect of a person's religious belief can affect a person's life.

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

### **UNIT      Questioning belief: Influencing Action (Access 1)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT**

This is one of three units derived from the RMPS Unit D580 08 Questioning Belief (Access 2). Candidates may find this an appropriate unit to undertake on its own or in conjunction with the other Access 1 Units D93X 07 Questioning Belief: Expressing a Reasoned Opinion and D93Y 07 Questioning Belief: Basic Understanding.

This unit considers the nature of belief at an introductory level, and explores the following issues in a practical way:

- belief as part of life
- considering a belief from a world religious community
- how religious beliefs can influence action

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

The candidates should explore some of the beliefs associated with one selected world religion. Through discussion, teachers/lecturers should encourage candidates to identify at least three beliefs associated with this religion. Considerable input to discussion is required from the teacher/lecturer. For example, it could be emphasised that followers of a particular religion share beliefs which are recognised by other followers of that religion all over the world and these beliefs can exert a powerful influence on what a person does, no matter where they live. There are a number of activities which could be used to illustrate this, including discussing simple biographies of well-known followers of the religion selected for study.

An invitation to a member of the selected religion to meet the candidates would be a real advantage in helping candidates to understand the nature of beliefs associated with the religion and how a person's religious beliefs can influence their actions or behaviour.

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

Evidence of an appropriate level of achievement could be generated from short responses to simple questions or through discussion. The candidates should respond using their normal mode of communication which may be verbal or non-verbal and may include one or more of the following: speech, writing, word-processing, signing, lip-reading, Braille or computer-assisted learning.

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

### **UNIT**      Questioning belief: Influencing Action (Access 1)

This unit is designed to explore the nature of religious belief and its influence on people's actions or behaviour in a practical way.

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 outcome and to the candidate's capabilities.

It is not necessary for the candidate to personally record evidence, this may be done by the teacher/lecturer. The record should be authenticated by the teacher/lecturer signing and dating a brief statement that this is an accurate record of the work of the named candidate.

Records of the candidate's evidence should be retained for moderation purposes.

#### **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 special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).