



## SCQF level 5 Unit Specification

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### **Morality and Belief**

**SCQF:** level 5 (6 SCQF credit points)

**Unit code:** J2D7 75

### **Unit outline**

The general aim of this Unit is to develop skills to explain and express reasoned views about contemporary moral questions and responses. Learners will develop detailed factual and theoretical understanding of contemporary moral questions and religious and non-religious responses.

Learners who complete this Unit will be able to:

- 1 demonstrate an awareness of contemporary moral issues
- 2 express a supported view on a contemporary moral issue

This Unit is available as a free-standing Unit. The Unit Specification should be read in conjunction with the *Unit Support Notes* which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in the *Unit Assessment Support*.

## **Recommended entry**

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following, or equivalent qualifications and/or experience:

- ◆ National 4 Religious, Moral and Philosophical Studies Course or relevant component Units

## **Equality and inclusion**

This Unit Specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information, please refer to the *Unit Support Notes*.

# Standards

## Outcomes and Assessment Standards

### Outcome 1

The learner will:

- 1 Demonstrate an awareness of contemporary moral issues by:**
  - 1.1 Describing some issues arising in a contemporary moral debate in straightforward terms
  - 1.2 Describing a religious and a non-religious response to a contemporary moral issue in straightforward terms

### Outcome 2

The learner will:

- 2 Express a supported view on a contemporary moral issue by:**
  - 2.1 Explaining a strength and weakness of a religious and a non-religious response to a contemporary moral issue in straightforward terms
  - 2.2 Presenting a relevant, straightforward and supported personal viewpoint on a contemporary moral issue

## Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Evidence is required to show that the learner has met the Outcomes and Assessment Standards.

Assessment evidence can be drawn from a variety of activities and presented in a variety of formats including, for example, presentations, posters, brief written responses to questions, or participation in group tasks. All of the evidence does not need to come from the one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Course. Evidence may be presented for individual Outcomes, or gathered for the Unit.

Religious responses studied must be from one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism).

All the Outcomes may be addressed through studying a single moral question.

Exemplification of assessment is provided in the *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

# Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

## **1 Literacy**

1.1 Reading

1.2 Writing

## **3 Health and wellbeing**

3.1 Personal learning

## **4 Employability**

4.6 Citizenship

## **5 Thinking skills**

5.3 Applying

5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level of the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

## Administrative information

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**Published:** July 2019 (version 2.0)

**Superclass:** DD

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### History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Unit code updated	Qualifications Manager	July 2019

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Note: readers are advised to check SQA's website: [www.sqa.org.uk](http://www.sqa.org.uk) to ensure they are using the most up-to-date version of the Unit Specification.

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