

National 4 Religious, Moral and Philosophical Studies Course Support Notes



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Contents

Course Support Notes

Introduction	1
General guidance on the Course	2
Approaches to learning and teaching	5
Equality and inclusion	11
Appendix 2: Coverage of world religions	13
Administrative information	14

Unit Support Notes — World Religion (National 4) **15**

Introduction	16
General guidance on the Unit	17
Approaches to learning and teaching and assessment	18
Equality and inclusion	22
Administrative information	24

Unit Support Notes — Morality and Belief (National 4) **25**

Introduction	26
General guidance on the Unit	27
Approaches to learning and teaching and assessment	28
Equality and inclusion	32
Appendix 1: Reference documents	33
Administrative information	34

Unit Support Notes — Religious and Philosophical Questions (National 4) **35**

Introduction	36
General guidance on the Unit	37

Approaches to learning and teaching and assessment	38
Equality and inclusion	42
Appendix 1: Reference documents	43
Administrative information	44

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the National 4 Religious, Moral and Philosophical Studies Course. They are intended for teachers and lecturers who are delivering the Course and its Units. They should be read in conjunction with the *Course Specification*, and the *Unit Specifications* for the Units in the Course. These support notes incorporate support for the Added Value Unit.

General guidance on the Course

Aims

The purpose of this Course is to develop knowledge and understanding of religious, moral and philosophical issues that affect the world today. Religious and non-religious perspectives will be included. The Course will explore the questions they raise and the solutions or approaches they offer. Learners will have opportunities to reflect on these and on their own experience and views. This will be achieved through successful study of the Course Units: *World Religion, Morality and Belief*, and *Religious and Philosophical Questions*.

This Course will require learners to study aspects of a world religion, understand contemporary moral issues and responses, and study key aspects of religious and philosophical questions.

The Course will help learners develop an understanding of religious, moral and philosophical issues of relevance in the world today. Learners will develop skills which are transferable to other areas of study and which they will use in everyday life.

Progression into this Course

Entry to this Course is at the discretion of the centre. Many learners will benefit from having completed this Course at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Course.

When considering whether this Course is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards of each Unit. Taken together, these provide an overall picture of the level of demand.

Experiences and outcomes

New National Courses have been designed to draw on and build on the curriculum experiences and outcomes as appropriate. Qualifications developed for the senior phase of secondary education are benchmarked against SCQF levels. SCQF level 4 and the curriculum level 4 are broadly equivalent in terms of level of demand, although qualifications at SCQF level 4 will be more specific to allow for more specialist study of subjects.

The experiences and outcomes for Religious and Moral Education/Religious Education in Roman Catholic Schools may provide an appropriate basis for entry to this Course.

It should be noted that, although these experiences and outcomes provide a general background which is relevant to this Course, there is no direct match between the experiences and outcomes and the requirements of this Course. If learners have not completed Curriculum for Excellence experiences and outcomes this need not present a barrier to them completing this Course.

Skills, knowledge and understanding covered in this Course

This section provides further advice and guidance about skills, knowledge and understanding that could be included in the Course.

Teachers and lecturers should refer to the National 4 Religious, Moral and Philosophical Studies *Course Specification* for mandatory information about the skills, knowledge and understanding to be covered in this Course.

Within this mandatory specification, Course planners have considerable flexibility to select coherent learning and teaching contexts which will stimulate and challenge their learners, offering both breadth and depth.

Full skills and knowledge for the Course are provided in the *Course Specification*. A broad overview of the mandatory subject skills, knowledge and understanding that will be assessed in the Course includes:

Added Value

- ◆ researching and using information to present findings about basic, mainly factual, elements of religious, moral and philosophical topics or issues in a reasoned manner

Skills

- ◆ describing and commenting on the meaning and context of sources, beliefs and practices related to world religions, in basic terms
- ◆ expressing views about contemporary moral questions and responses, in basic terms
- ◆ describing religious and philosophical questions and responses, in basic terms

Knowledge and understanding

- ◆ basic knowledge and understanding of the impact and significance of religion today through studying some beliefs, practices and sources found within one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism) and the contribution these make to the lives of followers
- ◆ basic knowledge and understanding of contemporary moral issues and responses
- ◆ basic knowledge and understanding of religious and philosophical questions and responses

Progression from this Course

This Course may provide progression to Units or Courses in related social subjects or social science, as well as a range of careers. In particular, this Course provides progression to National 5 Religious, Moral and Philosophical Studies. Learners may also wish to consider progression to the Award in Religion, Belief and Values.

Hierarchies

Hierarchy is the term used to describe Courses and Units which form a structured sequence involving two or more SCQF levels.

Religious, Moral and Philosophical Studies Units and Courses are offered from SCQF level 3 to SCQF level 7. Vertical progression is possible through the levels of RMPS qualifications and lateral progression is possible to other qualifications in the social studies suite of Courses.

The Units have been written in a hierarchical format to facilitate multi-level delivery, allow for learners to achieve at their highest level and allow for achievement at a lower level if necessary. This has been accompanied with considerable flexibility in topics and contexts for learning to facilitate personalisation and choice for learners and centres. Through all the Units of the Course there are options and choices of contexts for learning to allow for new and stimulating contexts for learning to be built into Courses.

Learning should be progressive and not repetitive as learners progress through the levels. While Course planning may involve returning to concepts or themes developed at a lower level in order to develop knowledge and understanding and skills in greater depth, it is important that any content in a Course at one particular SCQF level is not repeated excessively as a learner progresses to the next level of the hierarchy. The skills and knowledge should be able to be applied to new content and contexts to enrich the learning experience. This is for centres to manage.

Different learners develop at different speeds. Hence, it is important that the learner is given the possibility to achieve at the highest level. The hierarchical nature of the Units and Course means that individual learners can be assessed, within the same context, at the appropriate level for them at that time. Learners should be given the opportunity to be assessed at the highest level they are capable of achieving. The profile of an individual learner may consist of Units achieved at more than one level, with some at a level higher than the overall Course.

The requirements of the National 4 Added Value Unit and the assignment at National 5 have been designed to facilitate flexible delivery. The activities undertaken in preparation for the National 5 assignment may generate evidence to meet the requirements of the National 4 Added Value Unit. If this approach is used, centres must ensure that the learner's evidence generated within the National 5 assignment is carefully measured against the appropriate standard of the National 4 Added Value Unit. The requirements of the National 5 assignment and the National 4 Added Value Unit are not differentiated solely by the level of the learner's response.

Approaches to learning and teaching

Detailed advice and exemplification of approaches to generating evidence through teaching and learning approaches can be found in the following *Unit Support Notes* for National 4 Religious, Moral and Philosophical Studies:

- ◆ World Religion
- ◆ Morality and Belief
- ◆ Religious and Philosophical Questions

The RMPS Course should be seen as a coherent study of religion, morality and philosophy within the world today. There will be opportunities throughout the Course to reinforce and deepen learning by making links between aspects of knowledge and understanding across Units, depending on the particular topics and issues studied.

Allocation of skills to Units for assessment purposes

Each Unit has a specific skills focus for assessment purposes, as described in the table below. This approach is designed to avoid over-assessment. Allocating skills to particular Units in this way means that where a learner completes this Course they will not have to repeat assessment for the same skill more than once.

It is important to stress that particular skills have been allocated to individual Units for assessment purposes only. The skills should be developed and practised across all the Units and are transferable to all three Units.

World Religion	Describing and commenting on the meaning and context of religious, beliefs, practices and sources
Morality and Belief	Expressing views about moral questions and responses
Religious and Philosophical Questions	Describing religious and philosophical questions and responses

Coverage of religious views

In each of the Units, religious viewpoints studied must come from one of the world's six major religions. Within this, centres are free to focus on a particular denomination or tradition within a religion. It is common practice for centres to study more than one tradition or denomination.

Sequence of delivery

There is no recommended teaching order for the Units in this Course. Different combinations or orderings of Unit delivery will be appropriate in different contexts. This is for centres to manage. Much will depend on the timetable and staffing demands of centres. Common practice includes:

- ◆ Units taught sequentially
- ◆ *Morality and Belief* and *Religious and Philosophical Questions* taught first, *World Religion* Unit taught last due to the level of technical language to remember
- ◆ Two Units taught on alternate days with final Unit completed during January-March
- ◆ *Morality and Belief* taught first to prepare for AVU in January/February

The meaning of 'content-free'

There is no mandatory Course content for National 4. The Unit Assessment Standards are mandatory, as are those of the Added Value Unit, which means that teachers and lecturers are able to plan content themselves.

Where Units are free-standing, centres often open up the content and study areas not covered in National 5 upwards. This approach is often adopted in 'core' RME with whole year groups.

Where learners are part of a multi-level or bi-level class that has opted to study RMPS, the approach tends to be based on the mandatory content from National 5 upwards in order that there is the opportunity of changing levels of learners as required.

The *Course and Unit Support Notes* that follow are based on approaches other than following the mandatory content of higher levels. Teachers and lecturers should refer to the *Course and Unit Support Notes* of National 5 and Higher for advice on Course content where the mandatory content of these levels is going to be followed at National 4.

Assessment and gathering evidence

There are likely to be opportunities in the day-to-day delivery of the Units in a Course to generate evidence which satisfies completely or partially a Unit or Units. This is naturally occurring evidence and may be recorded as evidence for the Units or parts of the Units.

A few points to bear in mind:

- ◆ Assessments Standards apply to evidence that has been generated across a whole Unit, not just one topic within a Unit, which means that different issues covered in a Unit can form evidence of attainment.
- ◆ Assessment evidence can be generated through classroom activities, homework, class tests or prelims.
- ◆ Common practice is to retain a copy of such evidence or to have a special folder/jotter where learners write up or store their evidence.

Understanding the Assessment Standards and making assessment judgements.

The following information aims to provide advice and guidance to centres when developing activities which may generate evidence that learners have achieved the Outcomes and Assessment Standards for the Units. The explanations given aim to provide greater detail and complement the terminology used in the Outcomes and Assessment Standards which are based on the Scottish Credit and Qualifications Framework (SCQF).

The following terms are used within the *Unit Specifications* for this Course:

- ◆ ‘Explaining’ will involve the learner in providing basic evidence that they have an awareness of an idea, issue, religious practice or belief, and are able to present a basic and accurate description of its features. They will also be able to demonstrate that they understand the connections between an idea, belief, issue or source.
- ◆ ‘Presenting reasoned and basic conclusions’ will involve learners in being able to go beyond simply stating a conclusion. They will be required to provide a basic line of argument involving, for example, a basic position, description of supporting evidence and responses to potential challenges.
- ◆ ‘Conclusions’ will involve the learner in providing a basic conclusion on a relevant issue that brings together accurate factual information with an explanation. The conclusion must clearly explain a point of view on the topic/theme etc. Conclusions may be written as formal conclusions at the end of a piece of writing or may be included throughout the piece of writing.

Analysing

Analysis is a pivotal skill in National 4. The focus in analysis is on breaking down factual information. Analysis can follow knowledge and understanding and very often excellent knowledge and understanding is, in fact, analysis. Similarly, analysis often precedes evaluation. Analysis includes the following:

- ◆ making connections
- ◆ explaining the background
- ◆ predicting consequences
- ◆ identifying implications
- ◆ interpreting sources and viewpoints

Evaluating

Evaluation is probably the most challenging skill at National 4. Over the years, evaluation has been misunderstood as simply listing two sides of an argument. The skill demands much more than this and expects candidates to discuss the quality of any positions taken. This involves:

- ◆ making a supported judgement on an issue
- ◆ making a supported measurement of the effects, impact or significance of an issue
- ◆ presenting a case for or against a position
- ◆ commenting on the quality of positions taken on issues

On making assessment judgements between levels, the following guidance aims to provide high-level advice on the characteristics of typical learner responses. Further advice and guidance will be provided in the specimen question paper and marking instructions (National 5 and Higher), specimen coursework and marking instructions (National 5 and Higher), Added Value Unit assessment support (National 4 only) and Unit assessment support (all levels).

Level	Possible learner responses	Possible question types
Higher	Extended response Explanation and analysis required Clear and structured expression of complex ideas Extensive and sophisticated use of evidence Able to consider different perspectives on an issue Able to make judgements	Discuss ... To what extent ... How far ... Assess ... Critically examine ... Comment on ...
National 5	Detailed response Description and explanation required with some analysis Clarity in expression of ideas Insightful use of evidence Use of appropriate exemplification	Describe, in detail, ... Explain, in detail, ... To what extent ... How important ...
National 4	Limited response Descriptions and brief explanations Some clarity and structure in response Limited use of evidence Use of obvious exemplification	Describe ... Comment on ...
National 3	Short response/outline Ability to make limited use of simple evidence Ability to consider consequences	Outline ... Comment on ...

Developing skills for learning, skills for life and skills for work

Through the successful completion of this Course, important skills for learning, skills for life and skills for work are developed. A full list of these is contained in the *Course Specification*. Further advice of how these skills may be developed is included in the *Unit Support Notes*.

The skills for learning, skills for life and skills for work will not be formally assessed within the Course assessment. However, Course planners should identify opportunities to enhance these skills throughout the Course. Learners should be aware of the skills they are building and teachers/lecturers can provide advice on opportunities to practice and improve them.

These skills will be developed across all the Units of the Course. The *Unit Support Notes* for each Unit will provide further advice on how Units within the Course may provide opportunities to develop particular skills.

Reading

Throughout the Course and while undertaking the assignment, learners will have the opportunity to develop reading skills. They may read a variety of texts, including sacred religious texts, newspaper reports, online articles, creative literature, magazines, primary and secondary historical accounts (eg when learning about methods of warfare within the *Morality and Belief* Unit) and so on. They will also learn to express reasoned views about the viewpoints they study, developing the ability to read critically and apply knowledge and understanding to a written source.

Citizenship

Issues of citizenship permeate the Course as all levels. At National 4 the Course will develop detailed knowledge and understanding of the impact and significance both of religious practices and of the underlying beliefs and values on which they depend. Learners will gain an appreciation of the centrality of religious and philosophical beliefs to people's lives. Studying beliefs, values and viewpoints which may challenge their own will help learners develop an appreciation of the religious, cultural and social diversity of society.

Combining assessment across Units

If an integrated or thematic approach to Course delivery is used then there may be opportunities for combining assessment across Units.

This can:

- ◆ enrich the assessment process for the learner by linking assessment more closely to teaching and learning
- ◆ make more sense to the learner and avoid duplication of assessment
- ◆ allow for evidence for particular Units to be drawn from a range of activities
- ◆ allow more time for learning

Learning and assessment may be improved by making explicit and thorough links between Units. For example, it may greatly help learners' understanding of the impact and significance of religion in the world today if their study of Units 1 and 2 is closely integrated. They could study belief in reincarnation, the practices associated with this, reference to it in sacred texts, and then consider how belief in re-incarnation may affect a Hindu's approach to dilemmas involving medical ethics, contrast these with the human rights act or current UK legislation on abortion, and express a view about this.

Care should be taken when using combined assessment that those aspects of the Assessment Standard not achieved by the combined assessment are covered by a further assessment. Therefore, when designing an assessment to cover multiple Units, deliverers must ensure that they track and record where evidence of individual Units appears.

Equality and inclusion

The high degree of flexibility in this Course in terms of possible approaches to learning, teaching and assessment means that Course and Unit planners and assessors can remove potential barriers to learning and assessment. This Course should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Course Support Notes* is designed to sit alongside these duties but is specific to the delivery and assessment of the Course.

It is important that centres are aware of and understand SQA's assessment arrangements for disabled learners, and those with additional support needs, when making requests for adjustments to published assessment arrangements. Centres will find more guidance on this in the series of publications on Assessment Arrangements on SQA's website: www.sqa.org.uk/sqa/14977.html.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [*Building the Curriculum 4: Skills for learning, skills for life and skills for work*](#)
- ◆ [*Building the Curriculum 5: A framework for assessment*](#)
- ◆ [*Course Specifications*](#)
- ◆ [*Design Principles for National Courses*](#)
- ◆ [*Guide to Assessment \(June 2008\)*](#)
- ◆ [*Overview of Qualification Reports*](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [*SCQF Handbook: User Guide*](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [*SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work*](#)
- ◆ [*Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*](#)

Appendix 2: Coverage of world religions

Across the *Unit Support Notes* for National 3, National 4, National 5 and Higher there are examples of teaching and learning in the context of various world religions. All the examples provided have been written so that the approach described could easily be transferred and adopted within the context of a different level or a different religion.

When considering approaches to teaching and learning it may help to refer to examples provided at other levels, and in the context of other religions.

	National 3	National 4	National 5	Higher
Christianity	✓		✓	✓
Buddhism		✓	✓	
Islam				✓
Judaism	✓			
Hinduism		✓		

Administrative information

Published: May 2016 (version 2.0)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Updated to reflect the revised Assessment Standards in each Unit.	Qualifications Manager	May 2016

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Unit Support Notes — World Religion (National 4)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *World Religion* (National 4) Unit. They are intended for teachers and lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop learners' knowledge and understanding of the impact and significance of religion today, by studying some of the key beliefs and practices found in one of the world's six major religions (Buddhism, Christianity, Hinduism, Islam, Judaism, Sikhism), and the contribution these make to the lives of followers.

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These support notes have been designed to support the use of the Unit both as part of the National 4 Religious, Moral and Philosophical Studies Course and in a stand-alone capacity.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from completing this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together, these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Religious, Moral and Philosophical Studies *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification* and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects. In particular, it provides progression to National 5 Religious, Moral and Philosophical Studies. Learners may also wish to consider progression to the Award in Religion, Belief and Values.

Approaches to learning and teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ the range of content covered in a variety of centres for each world religion
- ◆ approaches to assessment

SQA does not prescribe detailed Course content to centres. These support notes have drawn together the content covered by a wide range of centres and suggestions made by individual specialist teachers. Centres may wish to use various aspects of these as a basis for Course development appropriate to their centre. The content listed is neither exhaustive nor mandatory and is on the basis that it will:

- ◆ allow centres to develop interesting and challenging Courses
- ◆ provide teachers and lecturers with ideas used by colleagues in a wide range of centres to construct Courses
- ◆ provide teachers with a framework for developing their own Courses appropriate to their own pupils

Please note

- ◆ It is common practice for centres to cover more than one denomination in their study of world religions.
- ◆ National 4 is content-free which means that there is no mandatory content. Centres that have National 4 and National 5 learners in the same class may wish to base courses on the mandatory content of National 5 RMPS.

Courses at National 5 focus on one religion and, very often, on two denominations or traditions within one religion. The suggestions that follow take an alternative approach to content and use themes which can be found across religions. Whilst recognising the potential limitations of this approach, it does give learners the opportunity to study a variety of religions.

A list of themes is noted below followed by more detail in three examples:

- ◆ religion and light
- ◆ religion and blood
- ◆ religion and food
- ◆ religion and dress
- ◆ religion and the senses
- ◆ belonging
- ◆ witnessing
- ◆ dying
- ◆ worshipping
- ◆ life cycle

Theme	Topic	Comments
Belonging	Birth rites Initiation rites Religious communities	Food has a prominent place in religion. Dietary customs reveal much about the beliefs and practices of a religion. The list could be extended to festival food which would allow exploration of themes relating to the symbolism of certain foods for religious people.
Witnessing	Religious responsibilities Religious charity Inspiring individuals	Religions often have rules or customs relating to dress. Very often these have to do with modesty but there is rich symbolism in dress codes too. Approaching the dress theme through parts of the body could prove an interesting way of exploring this theme. Under adornments, religions invariably have items like crosses, 5Ks, tallith, etc, which have their own significance.
Departing	Death rites Funerals Coping with bereavement	Religion is a multi-sensory experience. Sight in religion could have pilgrimage or art as the focus whilst sound could explore religious music or religious chants. Taste could cover food laws whilst touch could explore simple acts of touching like bathing in the Ganges, touching the Black Stone, the laying on of hands, etc. Smell could look at the use of incense in religion for a variety of reasons and on a variety of occasions.

Unit assessment

Unit assessments have been designed to provide opportunities for candidates to prepare for the question paper. It is possible to cover the Assessment Standards in a variety of ways and without being too burdensome in terms of time and workload. Centres may choose the method of gathering the evidence, whether it be portfolio or a more traditional timed assessment in class.

Unit assessment can be broken down into manageable exercises using the kind of method exemplified below:

1. Assessment Standard 1.1 on belief A
2. Assessment Standard 1.2 on practice B
3. Assessment Standard 2.1 on belief A and practice B
4. Assessment Standard 2.2 on belief C and practice D

Assignment

Of all the topics covered in the assignment, world religion has the lowest popularity. If learners wish to complete an assignment on a world religion they should ensure:

- ◆ they are researching something that is a genuine issue
- ◆ they have a sufficient number of resources to access
- ◆ they do not produce a descriptive piece of work

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

As the specific skills focus of the Unit is 'understand and comment on religious sources', learners will develop literacy, thinking and application skills. They will be expected to understand and communicate the impact and significance of religion today by understanding the link between religious sources, beliefs, and practices. Developing an understanding of the contribution these make to the lives of followers, and to the society in which they live, will help develop learners' ability to apply what they have learnt.

Learners will develop reading skills as they engage with religious sources which may include sacred texts (or extracts from them), other statements of religious authority, re-tellings such as fables, newspaper reports or magazine articles, online content, etc.

The Unit will provide an ideal opportunity for activities which make a link between the factual and abstract elements of learning about religion and the more active,

practical nature of learning from religion. For example, visiting speakers from religious groups, or trips to places of worship or religious centres, provide valuable opportunities to link the theoretical and practical nature of religion, and for learners to develop an understanding of the impact and significance of religion on people's lives.

Citizenship will be an important aspect of this Unit. Through a study of the impact and significance of religion in the world today, learners will develop an appreciation of the religious and social diversity of society. They will also be provided with opportunities to deepen their understanding of the complexities and differences within religion itself, and understand how religion contributes actively to the society around it.

The Unit will also provide rich and varied opportunities for learners to develop personal learning by providing rich and varied contexts for extended personal study in the RMPS assignment.

Combining assessment within Units

Assessment evidence can be gathered in a holistic manner, covering all elements of the Outcomes for the Unit. Flexibility is provided in terms of the range of evidence that can be used to demonstrate that a learner has met the Outcomes of the Unit.

If centres are using a holistic approach to assessment of the Unit, it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still have recognition for the Outcome/s they have achieved and do not have to be reassessed on all the Outcomes.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries, etc); teacher/lecturer records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher/lecturer record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; and any other evidence generated by the learner.

Equality and inclusion

The high degree of flexibility in this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA’s website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
- ◆ [Overview of Qualification Reports](#)
- ◆ *Principles and practice papers for curriculum areas*
- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) and SCQF level descriptors: www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

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History of changes to Unit Support Notes

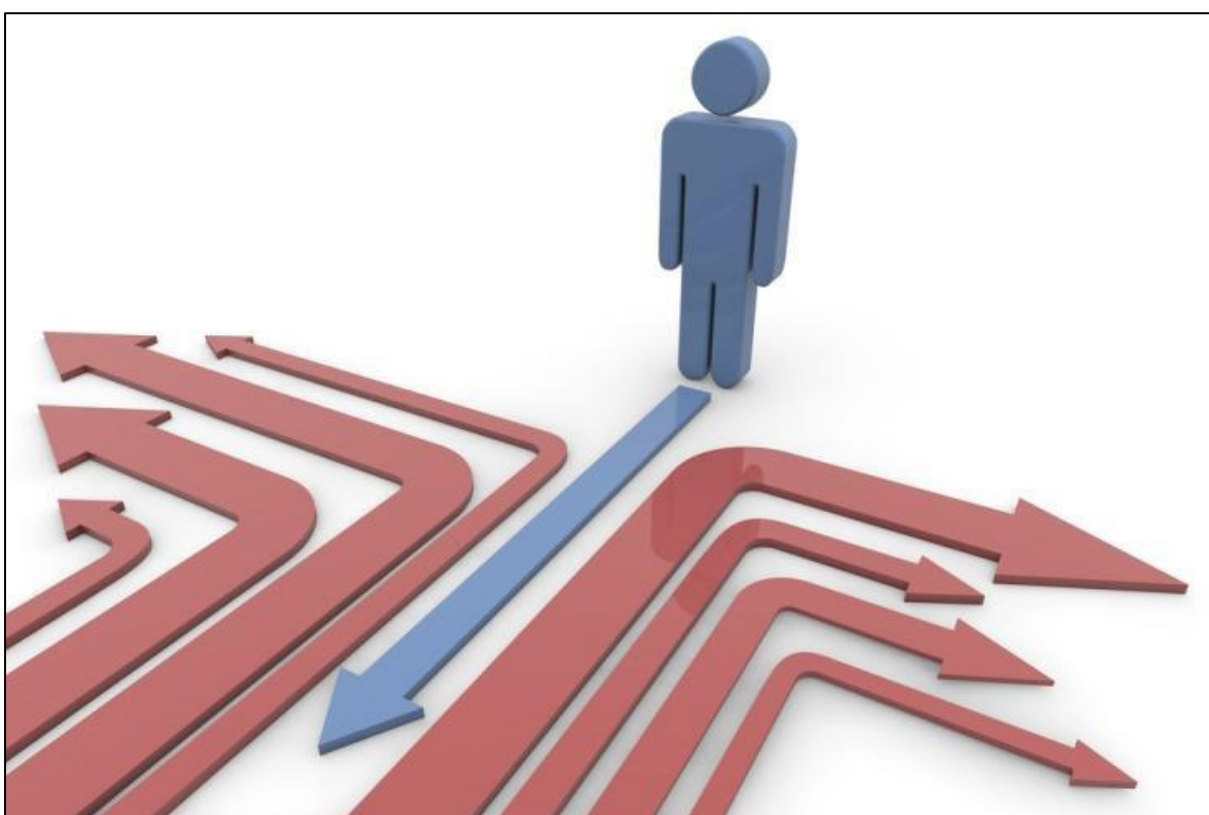
Version	Description of change	Authorised by	Date
2.0	Updated to reflect the revised Assessment Standards in the World Religion Unit. Inclusion of possible themes and topics for teaching.	Qualifications Manager	May 2016

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Unit Support Notes — Morality and Belief (National 4)



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Please refer to the note of changes at the end of this document for details of changes from previous version (where applicable).

Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Morality and Belief* Unit. They are intended for teachers/lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop the ability to describe and express views about contemporary moral questions and responses. Learners will develop basic knowledge and understanding of contemporary moral questions and religious and non-religious responses.

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These support notes have been designed to support the use of the Unit both as part of the National 4 Religious, Moral and Philosophical Studies Course and in a stand-alone capacity.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together, these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Religious, Moral and Philosophical Studies *Course Specification*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification* and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects. In particular, it provides progression to National 5 Religious, Moral and Philosophical Studies. Learners may also wish to consider progression to the Award in Religion, Belief and Values.

Approaches to learning and teaching and assessment

SQA does not prescribe detailed Course content to centres. These support notes have drawn together the content covered by a wide range of centres and suggestions made by individual specialist teachers. Centres may wish to use various aspects of these as a basis for Course development appropriate to their centre. The content listed is neither exhaustive nor mandatory and is provided on the basis that it will:

- ◆ allow centres to develop interesting and challenging Courses
- ◆ provide teachers and lecturers with ideas used by colleagues in a wide range of centres to construct Courses
- ◆ provide teachers with a framework for developing their own Courses appropriate to their own pupils

Please note

National 4 is content-free which means that there is no mandatory content. Centres that have National 4 and National 5 learners in the same class may wish to base courses on the mandatory content of National 5 RMPS.

Courses at National 5 focus on one ethical area. The suggestions that follow take an alternative approach to content and use themes which can be found across ethical issues. Whilst recognising the potential limitations of this approach it does give candidates the opportunity to study a variety of moral issues and to see potential conflicts in approaches.

A list of themes is noted below followed by more detail in three examples:

- ◆ the taking of life
- ◆ conservation
- ◆ respect
- ◆ duty
- ◆ the media
- ◆ food
- ◆ money
- ◆ the vulnerable
- ◆ animal welfare
- ◆ slavery

Theme	Topic	Comments
Media and morality	Social media Internet Printed media Broadcast media Cinema	Learners could explore instances where there is a deliberate taking of life and human action/reaction to this. This thematic study would allow learners to explore different perspectives and situation relating to the sanctity of life.
Food and morality	Farming Factory farming GM crops Animals Cash crops	The moral issues arising from respect are wide and varied, as are the definitions of what respect involves. This topic could have some crossover with social subjects, especially Modern Studies, where RMPS could look at the moral dimension of respect.
Money and morality	Gambling Investment Debt Tax	Duty is a theme that can be split into several sub-headings. The areas shown could be broken down and studied discretely. The theme explores the moral issues arising from duty in different contexts and how these might conflict with an individual's own personal values.

Unit assessment

Unit assessments have been designed to provide opportunities for candidates to prepare for the question paper. It is possible to cover the Assessment Standards in a variety of ways and without being too burdensome in terms of time and workload. Centres may choose the method of gathering the evidence, whether it be portfolio or a more traditional timed assessment in class.

Unit assessment can be broken down into manageable exercises using the kind of method exemplified below:

1. Assessment standard 1.1 on issue A
2. Assessment standard 1.2 on issue B
3. Assessment standard 2.1 on issue C
4. Assessment standard 2.2 on issue C

Assignment

Of all the topics covered in the assignment, morality is the most popular. If learners wish to complete an assignment on a moral issue they should ensure that:

- ◆ they are researching something that is a genuine issue
- ◆ they have a sufficient number of resources to access
- ◆ they do not produce a descriptive piece of work

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

As the specific focus of the Unit is on expressing viewpoints on moral issues, learners will develop reading, thinking and application skills. Developing an understanding of, and sensitivity to, the issues involved in complex moral issues will help develop citizenship and the ability to apply what they have learnt.

The requirement to grasp complex moral issues and understand the strengths and weaknesses of responses will develop application and reading skills. Learners will need to be able to draw out and understand complex and challenging ideas from a range of texts, including philosophical writings, religious sources, scientific articles, newspapers, etc.

Citizenship will be an important aspect of this Unit. Through studying moral issues which affect the world today, learners will develop an appreciation of the religious, cultural and social diversity of society. They will also be challenged to consider viewpoints which may conflict with their own, and develop respect for the views of others.

The Unit will also provide rich and varied opportunities for learners to develop personal learning, by providing rich and varied contexts for extended personal study in the RMPS assignment.

Combining assessment within Units

Assessment evidence can be gathered in a holistic manner, covering all elements of the Outcomes for the Unit. Flexibility is provided in terms of the range of evidence that can be used to demonstrate that a learner has met the Outcomes of the Unit.

If centres are using a holistic approach to assessment of the Unit, it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still have recognition for the Outcome/s they have achieved and do not have to be re-assessed on all the Outcomes.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries, etc); teacher/lecturer records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher/lecturer record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; and any other evidence generated by the learner.

Equality and inclusion

The high degree of flexibility in this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in this document is designed to sit alongside these duties but is specific to the delivery and assessment of the Unit.

Alternative approaches to Unit assessment to take account of the specific needs of learners can be used. However, the centre must be satisfied that the integrity of the assessment is maintained and where the alternative approach to assessment will, in fact, generate the necessary evidence of achievement.

Appendix 1: Reference documents

The following reference documents will provide useful information and background.

- ◆ Assessment Arrangements (for disabled candidates and/or those with additional support needs) — various publications on SQA's website: <http://www.sqa.org.uk/sqa/14976.html>
- ◆ [Building the Curriculum 4: Skills for learning, skills for life and skills for work](#)
- ◆ [Building the Curriculum 5: A framework for assessment](#)
- ◆ [Course Specifications](#)
- ◆ [Design Principles for National Courses](#)
- ◆ [Guide to Assessment \(June 2008\)](#)
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- ◆ *Research Report 4 — Less is More: Good Practice in Reducing Assessment Time*
- ◆ *Coursework Authenticity — a Guide for Teachers and Lecturers*
- ◆ [SCQF Handbook: User Guide](#) and
SCQF level descriptors : www.sqa.org.uk/sqa/4595.html
- ◆ [SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work](#)
- ◆ [Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool](#)
- ◆ SQA Guidelines on e-assessment for Schools
- ◆ SQA Guidelines on Online Assessment for Further Education
- ◆ SQA e-assessment web page: www.sqa.org.uk/sqa/5606.html

Administrative information

Published: May 2016 (version 2.0)

History of changes to Unit Support Notes

Version	Description of change	Authorised by	Date
2.0	Updated to reflect the revised Assessment Standards in the Morality and Belief Unit. Inclusion of possible themes and topics for teaching.	Qualifications Manager	May 2016

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Unit Support Notes — Religious and Philosophical Questions (National 4)



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Introduction

These support notes are not mandatory. They provide advice and guidance on approaches to delivering and assessing the *Religious and Philosophical Questions* (National 4) Unit. They are intended for teachers/lecturers who are delivering this Unit. They should be read in conjunction with:

- ◆ the *Unit Specification*
- ◆ the *Course Specification*
- ◆ the *Course Support Notes*
- ◆ appropriate assessment support materials

General guidance on the Unit

Aims

The general aim of this Unit is to develop skills to describe religious and philosophical questions and responses. Learners will develop basic knowledge and understanding of religious and philosophical questions and responses.

In many cases, centres may wish to use this Unit in a 'stand-alone' capacity. This is an appropriate use of the Unit, and is for centres to manage. These support notes have been designed to support the use of the Unit both as part of the National 4 Religious, Moral and Philosophical Studies Course and in a stand-alone capacity.

Progression into this Unit

Entry to this Unit is at the discretion of the centre. Many learners will benefit from having completed this Unit at the level below. Others will draw on comparable learning or experience. Learners will require appropriate literacy skills in order to overtake the requirements of this Unit.

When considering whether this Unit is appropriate for a particular learner, you should refer to the skills, knowledge and understanding for the Course, and the Outcomes and Assessment Standards. Taken together, these provide an overall picture of the level of demand.

Skills, knowledge and understanding covered in this Unit

Information about skills, knowledge and understanding is given in the National 4 Religious, Moral and Philosophical Studies *Course Support Notes*.

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the content and contexts for learning which are most appropriate for delivery in their centres. The content or contexts chosen must fulfil the mandatory skills, knowledge and understanding as described in the *Course Specification* and must enable learners to meet the requirements of the Outcomes and Assessment Standards.

Progression from this Unit

This Unit may provide progression to Units or Courses in related social subjects. In particular, it provides progression to National 5 Religious, Moral and Philosophical Studies. Learners may also wish to consider progression to the Award in Religion, Belief and Values.

Approaches to learning and teaching and assessment

The aim of this section is to provide advice and guidance to centres on:

- ◆ the range of content covered in a variety of centres for each world religion
- ◆ approaches to assessment

SQA does not prescribe detailed Course content to centres. These support notes have drawn together the content covered by a wide range of centres and suggestions made by individual specialist teachers. Centres may wish to use various aspects of these as a basis for Course development appropriate to their centre. The content listed is neither exhaustive nor mandatory and is provided on the basis that it will:

- ◆ allow centres to develop interesting and challenging Courses
- ◆ provide teachers and lecturers with ideas used by colleagues in a wide range of centres to construct Courses
- ◆ provide teachers with a framework for developing their own Courses appropriate to their own pupils

Please note

National 4 is content-free which means that there is no mandatory content. Centres that have National 4 and National 5 learners in the same class may wish to base courses on the mandatory content of National 5 RMPS.

The suggestions that follow take an alternative approach to content and use themes which can be found across religious and philosophical questions. Whilst recognising the potential limitations of this approach, it does give candidates the opportunity to study a variety of religious and philosophical issues.

A list of themes is noted below, followed by more detail in three examples:

- ◆ How do we know what is true?
- ◆ Is there life after death?
- ◆ Where did God come from?
- ◆ What is God like?
- ◆ What is a religious experience?
- ◆ What is meant by the “meaning of life”?
- ◆ Why are some questions hard to answer?
- ◆ Is there an explanation for everything?
- ◆ Do humans have a soul?
- ◆ Where do morals come from?

Theme	Topic	Comments
The meaning of life	<p>The view of science</p> <p>The view of philosophy</p> <p>The view of religion</p>	<p>The meaning of life is an oft-used phrase. There is an opportunity at National 4 to explore the different meanings of this phrase from a variety of perspectives, eg a scientific and evolutionary perspective through to ancient and modern philosophers, and then the understandings belonging to religions with contrasting viewpoints.</p>
Awkward questions	<p>What do you believe is true but can't prove it?</p> <p>Has everything got an explanation?</p> <p>What would change everything?</p>	<p>This theme would allow a variety of approaches to religious and philosophical issues. It could involve considering arguments and evidence and be applied to issues like the existence of God. The second question could tackle the principle of sufficient reason in relation to ultimate explanations, whilst the final question could venture into areas such as immortality, knowing the future or knowing the answer to everything.</p>
Source of morality	<p>Divine origin</p> <p>Culture</p>	<p>Moral philosophy could be introduced through this theme. Simplified versions of the Euthyphro Dilemma could be used before exploring the role of religion in moral values. The topic lends itself to creating moral dilemmas and moral stances from which these dilemmas could be approached.</p>

Unit assessment

Unit assessments have been designed to provide opportunities for candidates to prepare for the question paper. It is possible to cover the Assessment Standards in a variety of ways and without being too burdensome in terms of time and workload. Centres may choose the method of gathering the evidence, whether it be portfolio or a more traditional timed assessment in class.

Unit assessment can be broken down into manageable exercises using the kind of method exemplified below:

1. Assessment Standard 1.1 on issue A
2. Assessment Standard 1.2 on issue B
3. Assessment Standard 2.1 on issue C
4. Assessment Standard 2.2 on issue A

Assignment

Of all the topics covered in the assignment, morality is the most popular. If learners wish to complete an assignment on a moral issue they should ensure that:

- ◆ they are researching something that is a genuine issue
- ◆ they have a sufficient number of resources to access
- ◆ they do not produce a descriptive piece of work

Developing skills for learning, skills for life and skills for work

Information about developing skills for learning, skills for life and skills for work across the Course is given in the relevant *Course Support Notes*. This Unit will provide many opportunities to develop skills for learning, skills for life and skills for work.

As the specific focus of the Unit is on describing and commenting on challenging religious and philosophical questions, learners will develop communication, application and thinking skills as they develop the ability to engage with complex and challenging ideas.

The requirement to grasp fundamental religious or philosophical questions will develop reading skills. Learners will need to be able to draw out and understand complex and challenging ideas from a range of texts, including philosophical writings, religious sources, scientific articles, newspapers, etc.

This Unit will provide opportunities for learners to develop aspects of citizenship in a variety of ways. Learners will develop understanding and appreciation of the importance of religious and philosophical questions to people's lives. They will develop understanding of the diversity of views that exist in the society around them. They will be encouraged to understand and deal with uncertainty and learn to put forward their own viewpoints and listen to viewpoints which may challenge their own, developing respect for the views of others.

The Unit will also provide rich and varied opportunities for learners to develop personal learning, by providing rich and varied contexts for extended personal study in the RMPS assignment.

Combining assessment within Units

Assessment evidence can be gathered in a holistic manner, covering all elements of the Unit Outcomes. Flexibility is provided in terms of the range of evidence that can be used to demonstrate that a learner has met the Unit Outcomes.

If centres are using a holistic approach to assessment of the Unit, it is advisable to track where evidence of the achievement of individual Outcomes appears so that learners who do not achieve the complete assessment can still have recognition for the Outcome/s they have achieved and do not have to be re-assessed on both of the Outcomes.

It may be helpful to build a record of evidence for each learner. This could be kept electronically/online and could contain scanned copies of any written work (including annotated notes, summaries, etc); teacher/lecturer records of observations, learner interviews, question and answer sessions; videos of discussions, group work, presentations and debates (it may be appropriate to keep only a sample of video evidence to back up the teacher/lecturer record); learning log; records of visits, interviews, experiences; pictures of posters and/or displays; and any other evidence generated by the learner.

Equality and inclusion

The high degree of flexibility in this Unit in terms of possible approaches to assessment means that Course and Unit planners can consider and remove potential barriers to learning and assessment. This Unit should be accessible to all learners.

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