

## Investigating Religion and Belief (SCQF level 5) Unit

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

**Unit code:** H190 45

### Unit outline

The general aim of this Unit is to reflect on a chosen topic involving religion or religious belief. Learners will develop knowledge and understanding of the topic by reflecting on relevant religious viewpoints and their personal faith and/or values. They will have the opportunity to discuss and debate the topic they are investigating.

Learners who complete this Unit will be able to:

- 1 Develop knowledge and understanding of a topic involving religion or religious belief
- 2 Reflect on their faith or values in response to the topic

This Unit is a mandatory Unit of the Religion, Belief and Values (SCQF level 5) Award and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes* which provides advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work.

### Recommended entry

Entry to this Unit is at the discretion of the centre.

In terms of prior learning and experience, relevant experiences and outcomes may provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

## **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 Develop knowledge and understanding of a topic involving religion or religious belief by:**
  - 1.1 Choosing a topic involving religion or religious belief, with minimum support
  - 1.2 Explaining the topic, in detailed terms and referring to relevant abstract ideas
  - 1.3 Identifying and explaining a religious belief or a religious viewpoint relevant to the chosen topic, in detailed terms and referring to relevant theoretical or abstract ideas
  - 1.4 Analysing and explaining relevant source material

### Outcome 2

The learner will:

- 2 Reflect on their faith or values in response to the topic, by:**
  - 2.1 Explaining how their personal viewpoint on the topic compares with a religious viewpoint or a viewpoint independent of religious belief, in detailed terms and referring to relevant theoretical or abstract ideas
  - 2.2 Presenting a conclusion which explains how their study of the topic has influenced their personal faith or values, in detailed terms and referring to relevant theoretical or abstract ideas
  - 2.3 Explaining a relevant view which contrasts with their own and explaining why they disagree, in clear terms and with reference to supporting evidence

## 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 can be drawn from a variety of sources of information and learning experiences. It may be presented in a variety of formats, including simple written responses to questions, participation in group tasks, presenting information to other groups, and simple digital presentations. The evidence does not need to come from one activity, but can be assembled from a variety of tasks and assessments carried out during the duration of the Award.

Evidence may be presented for individual Outcomes or gathered for the Unit or Award as a whole by combining assessment holistically in one single activity.

Religious viewpoints studied must be from a recognised world religion.

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 also develop broad, generic skills through this Unit. The skills that are likely to be appropriate for this 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.

## **3 Health and wellbeing**

3.1 Personal learning

## **4 Employability**

4.3 Working with others

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* and its associated guidance *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool*. 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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**Superclass:** DD

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## History of changes to Award Unit Specification

Version	Description of change	Authorised by	Date

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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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