



Higher
Course Assessment
Specification



Higher Religious, Moral and Philosophical Studies Course Assessment Specification (C764 76)

Valid from August 2014

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

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Course outline

Course title:	Higher Religious, Moral and Philosophical Studies
SCQF level:	6 (24 SCQF credit points)
Course code:	C764 76
Course assessment code:	X764 76

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

Course assessment structure

Component 1 — question paper	60 marks
Component 2 — assignment	30 marks
Total marks	90 marks

This Course includes six SCQF credit points to allow additional time for preparation for Course assessment. The Course assessment covers the added value of the Course.

Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: www.sqa.org.uk/sqa/14977.html.

Guidance on inclusive approaches to delivery and assessment of this Course is provided in the *Course Support Notes*.

Assessment

To gain the award of the Course, the learner must pass all of the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

Added value

The purpose of the Course assessment is to assess the added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course, as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ challenge — requiring greater depth or extension of knowledge and/or skills
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

This added value consists of:

- ◆ Drawing on, extending and applying the skills, knowledge and understanding acquired during the Course. This will be assessed by a question paper and an assignment. Over the Course assessment there will be broad parity between the assessment of skills and the assessment of knowledge and understanding.
- ◆ Demonstrating breadth of skills, knowledge and understanding from across the Units of the Course in the question paper. This will sample knowledge and understanding from across all three Units of the Course and will require application of skills.
- ◆ Demonstrating challenge and application related to an appropriate religious, moral or philosophical topic or issue, in the assignment.

Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

Grade description for A

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

Credit

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment. The question paper will have three Sections.

Component 1 — question paper

The purpose of this question paper is to demonstrate application of skills and breadth of knowledge and understanding across the Course.

This question paper will assess the skills of critically analysing and evaluating religious, moral and philosophical questions and applying in-depth knowledge and understanding to present reasoned and well-structured views.

The question paper will have 60 marks.

Section 1: World Religion will have 20 marks.

This Section will be made up of two mandatory questions worth 10 marks each requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. One question will require the learner to demonstrate knowledge, understanding and analysis. The other question will require the learner to demonstrate knowledge, understanding and evaluation. Questions will be drawn from the content described in the *'Further mandatory information on Course coverage'* section of this document.

This Section will have six Parts:

- ◆ Part A — Buddhism
- ◆ Part B — Christianity
- ◆ Part C — Hinduism
- ◆ Part D — Islam
- ◆ Part E — Judaism
- ◆ Part F — Sikhism

Learners should answer questions from one Part.

Section 2: Morality and Belief will have 20 marks.

This Section will be made up of two mandatory questions worth 10 marks each requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. One question will require the learner to demonstrate knowledge, understanding and analysis. The other question will require the learner to demonstrate knowledge, understanding and evaluation. Questions will be drawn from the content described in the *'Further mandatory information on Course coverage'* section of this document.

This Section will have five Parts:

- ◆ Part A — Morality and justice
- ◆ Part B — Morality and relationships
- ◆ Part C — Morality, environment and global issues
- ◆ Part D — Morality, medicine and the human body
- ◆ Part E — Morality and conflict

Learners should answer questions from one Part.

Section 3: Religious and Philosophical Questions will have 20 marks.

This Section will be made up of one mandatory question requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. This question will combine knowledge and skills in order to present a reasoned and well-structured view. Questions will be drawn from the content described in the *'Further mandatory information on Course coverage'* section of this document.

This section will have four Parts:

- ◆ Part A — Origins
- ◆ Part B — The existence of God
- ◆ Part C — The problem of evil and suffering
- ◆ Part D — Miracles

Learners should answer questions from one Part.

The question paper will have a greater emphasis on the assessment of knowledge and understanding than the assignment. The other marks will be awarded for the demonstration of skills.

Component 2 — assignment

The purpose of this assignment is to demonstrate challenge and application by demonstrating skills, knowledge and understanding within the context of a religious, moral or philosophical issue.

The assignment will give learners an opportunity to demonstrate the following skills:

Knowledge and understanding:

- ◆ identifying an appropriate religious, moral or philosophical issue for study, about which there is a range of viewpoints
- ◆ drawing on in-depth knowledge and understanding of the issue

Analysis:

- ◆ analysing the issue
- ◆ researching the issue, using a range of sources of information
- ◆ synthesising information in a structured manner

Evaluation:

- ◆ evaluating different viewpoints on the issue, which must be religious, moral or philosophical
- ◆ judging or measuring the significance or impact of the issue
- ◆ presenting a reasoned and well-structured conclusion on the issue
- ◆ explaining both supporting information and potential challenges/counter-arguments

The assignment will have 30 marks.

Setting, conducting and marking of assessment

Question paper

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 2 hours and 15 minutes.

Controlled assessment — assignment

The assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

Setting the assessment

SQA will provide a brief for the generation of evidence to be assessed. Learners will have an open choice of topic/issue to be researched.

Conducting the assessment

The production of evidence for assessment will be conducted:

- ◆ within 1 hour and 30 minutes
- ◆ with the use of specified resources
- ◆ in time to meet a submission date set by SQA
- ◆ independently by the learner
- ◆ when the learner is ready

Further mandatory information on Course coverage

Course assessment will involve sampling the following skills, knowledge and understanding.

Options exist in each section to allow opportunities for personalisation and choice.

Section 1: World Religion

In each world religion, the beliefs, practices and sources are closely related and interconnected.

All learners should be able to:

- ◆ present in-depth knowledge and understanding of religious sources, beliefs and practices
- ◆ analyse the implications of living according to religious sources, beliefs and practices in the contemporary world
- ◆ evaluate the significance and impact of religious sources, beliefs and practices in the contemporary world

Learners are not required to learn specific sources for each religious belief and practice. However, learners should be able to use examples of sources that inform beliefs and practices, where appropriate.

Learners may answer questions in the context of a denomination or tradition within the religion selected for study. This should include knowledge and understanding of differences in practices and related beliefs within the religion or tradition studied.

All learners will study one of the following Parts. For each Part, please also refer to the introductory section above.

Part A: Buddhism

- ◆ nature of reality
- ◆ nature of human beings
- ◆ beliefs about Buddha
- ◆ Samsara and Nibbana
- ◆ living according to the Eightfold Path
- ◆ individual and community worship

Part B: Christianity

- ◆ nature of God
- ◆ nature of human beings
- ◆ beliefs about Jesus
- ◆ judgement and Heaven
- ◆ living according to the gospels
- ◆ individual and community worship

Part C: Hinduism

- ◆ nature of Brahman
- ◆ nature of human beings
- ◆ beliefs about Isvara
- ◆ Samsara and Moksha
- ◆ living according to Dharma and the Margas
- ◆ individual and community worship

Part D: Islam

- ◆ nature of God
- ◆ nature of human beings
- ◆ beliefs about Muhammad
- ◆ judgement and Heaven
- ◆ living according to the Five Pillars
- ◆ individual and community worship

Part E: Judaism

- ◆ nature of God
- ◆ nature of human beings
- ◆ beliefs about Moses
- ◆ judgement and Olam Ha'ba
- ◆ living according to the Torah
- ◆ individual and community worship

Part F: Sikhism

- ◆ nature of God
- ◆ nature of human beings
- ◆ beliefs about the Ten Gurus
- ◆ Jivan Mukti and Gurmukh
- ◆ living according to the teachings of the Guru Granth Sahib
- ◆ individual and community worship

Section 2: Morality and belief

All learners should be able to:

- ◆ present in-depth knowledge and understanding of the moral issues within each Part
- ◆ present detailed knowledge and understanding of religious and non-religious viewpoints on different aspects of the moral issues in the Part studied
- ◆ analyse the different aspects of the moral issues in the Part studied
- ◆ evaluate the religious and non-religious responses to different aspects of the moral issues in the Part studied

Learners may answer questions in the context of a denomination or tradition within the religious responses. They should be able to apply the skills of analysing and evaluating as described in the '*Structure and coverage of Course assessment*' section of this document.

All learners will study **one** of the following Parts. For each Part, please also refer to the introductory section above.

Part A: Morality and justice

- ◆ purposes of punishment
- ◆ causes of crime
- ◆ UK responses to crime
- ◆ capital punishment

Part B: Morality and relationships

- ◆ gender roles
- ◆ sexual relationships
- ◆ marriage
- ◆ equality and exploitation

Part C: Morality and global issues

- ◆ stewardship
- ◆ environmental crises
- ◆ poverty
- ◆ trade and aid

Part D: Morality and medicine

- ◆ sanctity of life
- ◆ use of embryos
- ◆ organ donation
- ◆ euthanasia and assisted dying

Part E: Morality and conflict

- ◆ justifications for war
- ◆ consequences of war
- ◆ modern armaments
- ◆ non-violent responses to conflict

Section 3: Religious and philosophical questions

All learners will cover one of the following Parts. In each Part, all learners should be able to demonstrate in-depth knowledge and understanding of the question and responses, including religious and non-religious responses. They should be able to apply the skills of analysing, evaluating and presenting reasoned views described in the '*Structure and coverage of Course assessment*' section of this document.

The content in each Part describes ideas and arguments which may feature in both religious and non-religious responses. For each Part, please also refer to the introductory section above.

Part A: Origins

- ◆ was everything created?
- ◆ origins of the universe
- ◆ origins of life
- ◆ approaches to dialogue

Part B: The existence of God

- ◆ can God be proved?
- ◆ cosmological argument
- ◆ teleological argument
- ◆ approaches to dialogue

Part C: The problem of evil and suffering

- ◆ who is responsible for evil and suffering?
- ◆ supernatural agencies
- ◆ human responsibility
- ◆ approaches to dialogue

Part D: Miracles

- ◆ do people experience miracles?
- ◆ scriptural miracles
- ◆ non-scriptural miracles
- ◆ approaches to dialogue

Administrative information

Published: April 2016, version 1.3

History of changes to National Course Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Introduction to each section re-presented to make clear what can be assessed. 'Topic or issue' within the assignment Component on p6 re-worded to 'question or issue'. Two patterns of questions used for Sections 2 and 3 included on p5.	Qualifications Development Manager	April 2014
	1.2	Amendment to mark allocations within Question Paper. Section 2 will always comprise of two 10 mark questions and Section 3 will always comprise of one 20 mark question. Clarification of requirements of the Assignment. In the World Religion section, removal of followers and wider society and replaced by living according to religious sources, beliefs and practices in the contemporary society. Removal of moral relativism and divine command, clarification of question approaches in Morality and Belief section. In the Religious and Philosophical questions section, Part A: Origins of Life title amended to Origins. The question under each Part removed.	Qualifications Manager	August 2015
	1.3	Changes made across the three Unit sections to reduce content and provide a practical flow for delivery.	Qualifications Manager	April 2016

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