

H705 71 Religious and Moral Education: Religious Festivals (National 1)



This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies of these *Unit Support Notes* can be downloaded from SQA's website: www.sqa.org.uk.

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

Contents

Introduction	1
General guidance on the Unit	2
Approaches to learning, teaching and assessment	3
Equality and inclusion	9
Appendix 1: Reference documents	10
Administrative information	11

Introduction

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

- ◆ the *Unit Specification*
- ◆ the *Unit Assessment Support pack*

General guidance on the Unit

Aims

The aim of this Unit is to provide learners with opportunities to find out about religious festivals

The Unit also provides a framework for learners to develop knowledge and skills for learning, skills for life and skills for work.

Progression into this Unit

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

This Unit has been designed to draw on and build on Curriculum for Excellence experiences and outcomes.

This Unit would be suitable for learners who have successfully completed qualifications in related areas at SCQF level 1. Relevant experiences and outcomes may also provide an appropriate basis for doing this Unit.

Skills, knowledge and understanding covered in this Unit

If this Unit is being delivered on a free-standing basis, teachers and lecturers are free to select the skills, knowledge, understanding and contexts which are most appropriate for delivery in their centres.

Learners who complete this Unit will be able to find out about religious festivals.

Progression from this Unit

This Unit may provide progression to:

- ◆ the Religious and Moral Education: World Religions Unit at SCQF level 1
- ◆ further study, employment and/or training

Further details about these Units can be found on SQA's website.

Learners may progress to other Units at the same level or Units and Courses at higher levels. The nature of this progression will depend on the individual needs of the learner.

Approaches to learning, teaching and assessment

The purpose of this section is to provide general advice and guidance on approaches to learning, teaching and assessment which can be used for the delivery of this Unit.

Learners undertaking qualifications at SCQF level 1 will take part in the Unit at different levels of participation and with varying degrees of support, all of which meet the Assessment Standards. Some learners may take part at an experiential or sensory level requiring full support. Some may require frequent direction and support to enable them to take part, while others may take part independently or with intermittent support.

Learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

The level of support required, and any support framework used, is at the discretion of individual centres.

The skills-based focus of the Unit lends itself to the use of a variety of learning and teaching approaches, reflecting the values and principles of the curriculum. Effective learning and teaching will draw on a variety of approaches to enrich the experience of learners. In particular, a mix of approaches which provide opportunities for personalisation and choice will help to motivate and challenge the learners.

Learning should be relevant to the learner's everyday life, their overall learning programme, and/or work and leisure. Teachers/lecturers could also consider interdisciplinary and cross-curricular approaches to learning and teaching and explore how extra-curricular activities or the personal interests of learners could be included and recognised.

Learners should be given the opportunity to use their normal mode of communication and have access to the appropriate resources for support where they would normally be available in real-life situations in which the activity is being carried out.

Examples of learning and teaching approaches and ways of recording evidence are provided in the table on the next page.

Religious and Moral Education: Religious Festivals (National 1)

Outcome 1

With the appropriate level of support and resources, the learner will find out about religious festivals by:

Assessment Standards	Guidance and suggested learning and teaching approaches												
<p>1.1 Identifying features of given festivals</p> <p>1.2 Carrying out an individual task associated with a given festival</p>	<p>This Unit provides learners with opportunities to find out about festivals associated with world religions. World religions could include: Christianity, Hinduism, Islam, Judaism, Sikhism.</p> <p>Teachers/lecturers should choose the religions and associated religious festivals. Teachers/lecturers could explore a range of different religions and associated festivals with learners to provide a broad learning experience. Teachers/lecturers could use religious festivals as identified on a global citizenship calendar. Alternatively, teachers/lecturers could use a themed approach, for example festivals linked to food.</p> <p>Teachers/lecturers could also use the context of centre-wide activities, for example a focus week on another country or a visit to the centre by someone from another country. Examples of religions and festivals could include:</p> <table border="1" data-bbox="510 949 1720 1182"> <thead> <tr> <th>Religion</th> <th>Festivals</th> </tr> </thead> <tbody> <tr> <td>Christianity</td> <td>Christmas, Easter, Harvest Thanksgiving, Lent</td> </tr> <tr> <td>Hinduism</td> <td>Diwali, Janmashtami (birthday of Krishna), Raksha Bandhan</td> </tr> <tr> <td>Islam</td> <td>Eid-ul-Adha, Eid-ul-Fitr, Ramadan</td> </tr> <tr> <td>Judaism</td> <td>Chanukah (Hanukkah), Passover, Sukkot (Harvest)</td> </tr> <tr> <td>Sikhism</td> <td>Bandi Chhor Divas, Birthday of Guru Nanak, Baisakhi</td> </tr> </tbody> </table> <p>Examples of learning and teaching approaches/activities for finding out about festivals could include:</p> <ul style="list-style-type: none"> ◆ participating in scenarios, simulations and role-play activities ◆ participating in 'real time' festivals 	Religion	Festivals	Christianity	Christmas, Easter, Harvest Thanksgiving, Lent	Hinduism	Diwali, Janmashtami (birthday of Krishna), Raksha Bandhan	Islam	Eid-ul-Adha, Eid-ul-Fitr, Ramadan	Judaism	Chanukah (Hanukkah), Passover, Sukkot (Harvest)	Sikhism	Bandi Chhor Divas, Birthday of Guru Nanak, Baisakhi
Religion	Festivals												
Christianity	Christmas, Easter, Harvest Thanksgiving, Lent												
Hinduism	Diwali, Janmashtami (birthday of Krishna), Raksha Bandhan												
Islam	Eid-ul-Adha, Eid-ul-Fitr, Ramadan												
Judaism	Chanukah (Hanukkah), Passover, Sukkot (Harvest)												
Sikhism	Bandi Chhor Divas, Birthday of Guru Nanak, Baisakhi												

- ◆ sorting and matching activities using picture cards/photographs/objects
- ◆ using the internet to find information
- ◆ listening to a CD, audiobook, narrated story
- ◆ watching a television programme, DVD, play
- ◆ listening to a guest speaker and/or their responses to questions
- ◆ making a visit(s)
- ◆ using and/or making physical objects associated with a given festival

Learners should identify features of given festivals. This could include:

- ◆ the time of year the festival takes place
- ◆ the foods eaten at the festival
- ◆ the objects used and/or clothes worn for the festival

Learners could identify features of given festivals by:

- ◆ choosing appropriate items (eg photographs, drawings, clippings from a given range)
- ◆ matching and sorting objects
- ◆ responding to prompt questions (eg what happens at/for...?)
- ◆ downloading information and/or images from the internet
- ◆ creating drawings, posters and/or physical objects

Learners should then carry out a task/activity associated with a given festival. Teachers/lecturers could provide a list of options in oral, pictorial or physical form, and ask learners to pick one. Alternatively, learners could choose one task/activity from a choice of two.

For example, learners could identify features of, then choose and carry out a task associated with, the Islamic religious festival of Eid-ul-Fitr:

- ◆ Identifying features:
 - celebrates the end of Ramadan with a special feast; children receive gifts
- ◆ Associated task:
 - making an Eid-ul-Fitr card

Examples of other possible festivals, features and associated learner tasks are provided below:

Religion	Festival and features	Possible learner tasks
Christianity	Christmas — decorating a tree; giving gifts to friends and family; singing carols	<ul style="list-style-type: none"> ◆ make decorations for the centre's Christmas tree ◆ help to make a nativity scene for the classroom
Hinduism	Diwali — lighting small lamps; wearing new clothes; exchanging gifts	<ul style="list-style-type: none"> ◆ exchange gifts of sweets/dried fruits with peers ◆ help to decorate the classroom with lights
Islam	Ramadan — fasting, giving to charity, reading the Koran	<ul style="list-style-type: none"> ◆ find out what foods are eaten at Eid-ul-Fitr ◆ mark the month of Ramadan on a calendar
Sikhism	Baisakhi — joining the Sikh community, reading the Guru Granth Sahib, participating in the langar (shared meal)	<ul style="list-style-type: none"> ◆ find out what foods are eaten at the langar ◆ make a floral decoration for the Gurdwara
Judaism	Passover — cleaning the home, taking part in the Seder ceremony, reading the Haggadah	<ul style="list-style-type: none"> ◆ find out what foods are eaten at the Seder meal ◆ help to make Matzo bread

This Unit could be linked with activities in the *Religious and Moral Education: World Religions* (National 1) Unit.

Assessment

There is no external assessment for National 1 Units. All Units are internally assessed against the requirements outlined and described in the *Unit Specification* and the Unit assessment support pack.

To achieve the Unit, learners must pass the Unit Outcome.

At SCQF level 1, it is anticipated that most evidence for assessment purposes will be gathered on a naturally occurring, ongoing basis, rather than from more formal assessment methods. There are many contexts that might be used for gathering evidence. These might include, for example, extra-curricular and/or outdoor learning.

Naturally occurring evidence is evidence which occurs within and as part of the learning and teaching, and can be gathered for assessment purposes in a variety of ways. Examples of how this evidence might be gathered include:

- ◆ observation of evidence demonstrated during an activity (using an observation checklist, visual recording, photography or equivalent)
- ◆ oral questioning before, during and on completion of an activity (recorded using an audio-visual or audio recording or using detailed written assessor notes as evidence)
- ◆ learning and teaching activities which generate physical evidence for assessment
- ◆ identifying opportunities to record evidence within out-of-centre activities

Centres are encouraged to develop criteria for success which focus on small, well-defined steps in learning. In this way the learner is more likely to achieve success in the Unit and in any subsequent learning.

Learners will benefit from receiving accurate and regular feedback regarding their learning. This helps to ensure that they are actively involved in the assessment process. It is also important that different approaches to assessment are adopted to suit the varying needs of learners.

Authentication

For guidance on authentication of evidence that is gathered outwith the direct supervision of the teacher/lecturer responsible for the learner, eg outside the school or classroom, refer to SQA's *Guide to Assessment*.

It is important that teachers/lecturers track and keep accurate records of their assessments in order to:

- ◆ inform learners of their progress
- ◆ identify where further consolidation is required
- ◆ retain and store appropriately evidence of work in progress and completed work for verification purposes

It is anticipated that learners will need a high degree of teacher/lecturer assistance. More details about the type of support are provided within the 'Equality and inclusion' section.

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

The *Unit Specification* lists the skills for learning, skills for life and skills for work that learners should develop in this Unit. These are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and should be built into the Unit where there are appropriate opportunities. The level of these skills will be appropriate to the level of the Unit.

Skills for learning, skills for life and skills for work	Examples of learning and teaching approaches
1 Literacy	
<p>1.3 Listening and talking</p> <p>Listening means the ability to understand and interpret ideas, opinions and information presented orally for a purpose and within a context, drawing on non-verbal communication as appropriate. Talking means the ability to communicate orally ideas, opinions and information for a purpose and within a context.</p>	<p>Where appropriate, learners could use their normal mode of communication during learning and teaching activities to:</p> <ul style="list-style-type: none"> ◆ communicate, eg information about the features of given religious festivals ◆ respond, eg to a question about which task (associated with a given festival) they will carry out

It is important that learners have opportunities to develop these broad general skills as an integral part of their learning experience.

There will be opportunities for the development of additional skills for learning, skills for life and skills for work throughout this Unit. These will vary from centre to centre depending on the approaches being used to deliver the Unit.

Equality and inclusion

The additional support needs of learners should be taken into account when planning learning experiences or when considering any reasonable adjustments that may be required. Assessment methods should offer all learners an equal opportunity to demonstrate their achievement. This should be reflected in the language used, the use of different assessment presentation methods and the use of appropriate illustrative materials that reflect an inclusive view.

Learners undertaking qualifications at SCQF level 1 are likely to require more support with their learning than at other levels, and learners should be given as much support as they need to engage with learning, teaching and assessment activities whilst maintaining the integrity of the Outcome and Assessment Standards.

Examples of support might include:

- ◆ allowing extra time to complete activities
- ◆ support ranging from prompting to full support from a responsible person
- ◆ the use of specialised and adapted equipment
- ◆ the use of ICT and other assistive technologies
- ◆ visual prompts

It is recognised that centres have their own duties under equality and other legislation and policy initiatives. The guidance given in these *Unit Support Notes* 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 how 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 (www.sqa.org.uk)
- ◆ Building the Curriculum 4: Skills for learning, skills for life and skills for work (www.educationscotland.gov.uk)
- ◆ Building the Curriculum 5: A framework for assessment (www.educationscotland.gov.uk)
- ◆ Design Principles for National Courses (www.sqa.org.uk)
- ◆ *Guide to Assessment* June 2008 (www.sqa.org.uk)
- ◆ Overview of Qualification Reports (www.sqa.org.uk)
- ◆ *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*, published 2009 (www.scqf.org.uk) and SCQF level descriptors (www.sqa.org.uk)
- ◆ *SQA Skills Framework: Skills for Learning, Skills for Life and Skills for Work* (www.sqa.org.uk)
- ◆ *Skills for Learning, Skills for Life and Skills for Work: Using the Curriculum Tool* (www.sqa.org.uk)
- ◆ SQA Guidelines on e-assessment for Schools (www.sqa.org.uk)
- ◆ SQA Guidelines on Online Assessment for Further Education (www.sqa.org.uk)
- ◆ SQA e-assessment web page (www.sqa.org.uk)

Administrative information

Published: May 2014 (version 1.0)

History of changes to Unit Support Notes

Unit details	Version	Description of change	Authorised by	Date

This document may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged. Additional copies can be downloaded from SQA's website at www.sqa.org.uk.

Note: You are advised to check SQA's website (www.sqa.org.uk) to ensure you are using the most up-to-date version.

© Scottish Qualifications Authority 2014