

# Comparison document

(Version 1.3 April 2016 compared to previous version)

## National 5 Religious, Moral and Philosophical Studies Course Assessment Specification (C764 75)

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

**Valid from August 2013**

First edition: April 2012, version 1.0

Revised: August 2015, version 1.2

Revised: April 2016, version 1.3

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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

<b>Course title:</b>	National 5 Religious, Moral and Philosophical Studies
<b>SCQF level:</b>	5 (24 SCQF credit points)
<b>Course code:</b>	C764 75
<b>Course assessment code:</b>	X764 75

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	20 marks
<b>Total marks</b>	<b>80 marks</b>

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](http://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 Units
- ◆ 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

The added value consists of:

- ◆ Drawing upon, 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.

The question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ analysing religious, moral and philosophical questions
- ◆ presenting detailed and reasoned views
- ◆ knowledge and understanding from across the Course

The question paper will have 60 marks out of a total of 80 marks. The question paper is therefore worth 75% of the overall marks for the Course assessment.

There is differentiation within each question.

### Section 1: World Religion will have 20 marks.

This Section will be made up of a combination of questions requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. Questions in this section 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.

In this section learners can be asked to describe, explain, analyse or present detailed and reasoned views about the meaning or significance of religious sources, beliefs and practices, and the links between them.

### Section 2: Morality and Belief will have 20 marks.

This Section will be made up of a combination of questions requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. Questions in this section 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 — Religion-Morality and justice
- ◆ Part B — Religion-Morality and relationships
- ◆ Part C — Religion-Morality, environment and global issues

- ◆ Part D — ReligionMorality, medicine and the human body
- ◆ Part E — ReligionMorality and conflict

Learners should answer questions from one part.

In this section learners can be asked to describe, explain, analyse or present detailed and reasoned views about the part they have studied and relevant religious/non-religious viewpoints. ~~They can be asked to apply utilitarianism or divine command to relevant moral issues connected with the part concerned.~~

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

This Section will be made up of a combination of questions requiring the learner to draw on the knowledge, understanding and skills acquired during the Course. Questions in this section 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.

In this section learners can be asked to describe, explain, analyse or present detailed and reasoned views about the part they have studied and relevant religious and non-religious responses.

The question paper Component of the Course assessment will have a greater emphasis on the assessment of knowledge and understanding than the assignment, with approximately 60% of the marks being awarded for the demonstration of knowledge and understanding. 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 religious, moral and philosophical questions.

This 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 are alternative or different points of view
- ◆ researching the topic or issue, using a range of sources of information including different viewpoints which must be religious, moral or philosophical
- ◆ analysing information in a structured manner
- ◆ drawing on detailed factual and theoretical knowledge and understanding to explain and analyse key features of the issue
- ◆ commenting on the significance or impact of the topic

- ◆ drawing and presenting a detailed and reasoned conclusion on the issue, with reference to both supporting information and potential challenges or counter-arguments

The assignment will have 20 marks out of a total of 80 marks. The assignment is therefore worth 25% of the overall marks for the Course assessment.

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

## **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 one hour and 30 minutes.

### **Controlled assessment — assignment**

The assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under a high degree of supervision and control

Evidence will be submitted to SQA for external marking.

All marking will be quality assured by SQA.

### **Setting the assessment**

Set by centres within SQA guidelines.

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 one hour
- ◆ 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 knowledge and understanding.

### Component 1: question paper

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

#### Section 1: World Religion

All learners will study **one** of the following parts. [Please also refer to the introduction section above for each part.](#)

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

All learners should be able to:

- ◆ present detailed factual and abstract 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
- ◆ explain 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.

#### Part A: Buddhism

[\(Refer to the introductory section above.\)](#)

##### Beliefs:

- ◆ [Nature-nature of existence-reality](#)
- ◆ [Nature-nature](#) of human beings
- ◆ [Life of the beliefs about](#) Buddha
- ◆ [Samsara and](#) Nibbana
- ◆ ~~Kamma~~
- ◆ ~~Dhamma~~

##### Practices:

- ◆ [The living according to the](#) Eightfold Path
- ◆ ~~Meditation~~
- ◆ ~~Sangha~~
- ◆ [Ten precepts](#) Individual and community worship

## Part B: Christianity

(Refer to the introductory section above.)

### Beliefs:

- ◆ ~~Nature-nature~~ of God
- ◆ ~~Nature-nature~~ of human beings
- ◆ ~~Beliefs about Jesus: life, ministry, death, resurrection and ascension~~
- ◆ ~~Kingdom of God~~
- ◆ ~~Judgement-judgement and Heaven~~

### Practices:

- ◆ ~~Individual and community worship~~
- ◆ ~~Living-living~~ according to the gospels
- ◆ ~~Mission-individual and community worship~~

## Part C: Hinduism

(Refer to the introductory section above.)

### Beliefs:

- ◆ ~~Nature-nature~~ of Brahman
- ◆ ~~Nature-nature~~ of human beings
- ◆ ~~Beliefs about Isvara-Samadhi~~
- ◆ ~~Samsara and Moksha~~
- ◆ ~~Samsara~~
- ◆ ~~Dharma~~
- ◆ ~~Karma~~

### Practices:

- ◆ ~~Sanatana-living according to~~ Dharma and ~~Varnashramadharma~~
- ◆ ~~The Three~~ Margas
- ◆ ~~Individual-individual~~ and ~~group-community~~ worship

## Part D: Islam

(Refer to the introductory section above.)

### Beliefs:

- ◆ ~~Nature-nature~~ of God
- ◆ ~~Nature-nature~~ of human beings
- ◆ ~~The life of~~ ~~beliefs about~~ Muhammad
- ◆ ~~Khaliphas – vice regency~~
- ◆ ~~Judgement-judgement and heaven~~

### Practices:

- ◆ ~~Submission, including Taqwa and Ihsan~~

- ◆ ~~Living-living~~ according to the ~~Qur'an and Sunnah~~
- ◆ ~~The~~ Five Pillars of Islam
- ◆ ~~Individual-individual~~ and community worship

## Part E: Judaism

(Refer to the introductory section above.)

### Beliefs:

- ◆ ~~Nature-nature~~ of God
- ◆ ~~Nature-nature~~ of human beings
- ◆ ~~A Chosen People — the Covenant~~ beliefs about Moses
- ◆ ~~The Messiah~~
- ◆ ~~Judgement~~ judgement and Olam Ha'ba

### Practices:

- ◆ ~~Living-living~~ according to the Torah
- ◆ ~~Shabbat~~
- ◆ ~~Yom Kippur~~
- ◆ ~~Individual and community Ww~~orship

## Part F: Sikhism

(Refer to the introductory section above.)

### Beliefs:

- ◆ ~~The Nature-nature~~ of God
- ◆ ~~Nature-nature~~ of human beings
- ◆ ~~Haumaii, Maya~~ beliefs about
- ◆ ~~Teachings of~~ the Gurus
- ◆ Jivan Mukti and Gurmukh

### Practices:

- ◆ ~~Sewa; Kirt Karna; Vand Chakna~~
- ◆ ~~Controlling the Five Evils~~
- ◆ ~~Living according to the teachings of the Guru Granth Sahib~~ Gurmukh
- ◆ ~~Khalsa~~
- ◆ ~~Individual-individual~~ and community worship
- ◆ ~~The Guru Granth Sahib~~

## Section 2: Morality and Belief

All learners will study **one** of the following parts.

All learners should be able to:

- ◆ present detailed factual and theoretical knowledge and understanding of the moral issues within each part
- ◆ present factual and theoretical knowledge and understanding of **religious and non-religious** viewpoints on different aspects of the moral issues in the part studied  
These viewpoints will include:
  - utilitarianism
  - religious authority
- ◆ analyse the different aspects of the moral issues in the part studied
- ◆ identify strengths or weaknesses of 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 religion selected for study. [For each part, please also refer to the introductory section above.](#)

### Part A: **religion** Morality and justice

~~(Refer to the introductory section above.)~~

- ~~◆ Perspectives Ppurposes of on punishment: retribution, forgiveness~~
- ~~◆ Approaches to capital punishment UK responses to crime~~
- ~~◆ Sentencing in the UK Ccapital Ppunishment~~

### Part B: **religion** Morality and relationships

~~(Refer to the introductory section above.)~~

- ~~◆ Religious, moral and legal aspects of marriage Ggender Rroles~~
- ~~◆ Nature of Ssexual relationships: sexuality, love, intimacy~~
- ~~◆ Perspectives on the roles of men and women Mmarriage~~

### Part C: **religion** Morality, environment and global issues

~~(Refer to the introductory section above.)~~

- ~~◆ Perspectives on humans' sSstewardship of the environment~~
- ~~◆ Environmental environmental crises~~
- ~~◆ International aid and charitable work Ppoverty~~

### Part D: **religion** Morality, medicine and the human body

~~(Refer to the introductory section above.)~~

- ~~◆ Perspectives on life and death: sSsanctity of life, right to die~~
- ~~◆ Assisted suicide~~
- ~~◆ Euthanasia and palliative care~~

- ◆ ~~Status and treatment~~Use of embryos
- ◆ ~~Euthanasia and assisted dying~~

**Part E: ~~religion~~Morality and conflict**

~~(Refer to the introductory section above.)~~

- ◆ ~~Causes and j~~ustifications for war
- ◆ ~~Strategies of modern warfare~~
- ◆ ~~Consequences~~consequences of war
- ◆ ~~M~~modern armaments

## Section 3: Religious and Philosophical Questions

All learners will cover one of the following parts. For each part, please also refer to the introductory section above.

In each part, all learners should be able to demonstrate detailed factual and theoretical knowledge and understanding of the question and responses, including religious responses and non-religious responses. They should be able to apply the skills 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.

### Part A: Origins

~~(Refer to the introductory section above.)~~

- ~~◆ Role of a creator~~
- ~~◆ Distinction between literal and metaphorical interpretations of creation stories~~
- ~~◆ The Big Bang and evolution Was everything created?~~
- ~~◆ The Origins of the Universe~~
- ~~◆ The Origins of Life~~

### Part B: The Existence of God

~~(Refer to the introductory section above.)~~

- ~~◆ The cosmological and teleological arguments~~
- ~~◆ Responses to the cosmological and teleological arguments~~
- ~~◆ The problem of evil Can God be proved?~~
- ~~◆ Cosmological Argument~~
- ~~◆ Teleological Argument~~

### Part C: The problem of evil and suffering

~~(Refer to the introductory section above.)~~

- ~~◆ Understandings of God(s) nature~~
- ~~◆ Freewill and responsibility~~
- ~~◆ Interpretations and responses to suffering Who is responsible for evil and suffering?~~
- ~~◆ Supernatural Agencies~~
- ~~◆ Human Responsibility~~

### Part D: Miracles

~~(Refer to the introductory section above.)~~

- ~~◆ Miracles in scripture and modern-day miracles~~
- ~~◆ Distinction between literal and metaphorical interpretations of miracles~~
- ~~◆ Philosophical and scientific accounts of miracles Do people experience miracles?~~

- ◆ Scriptural miracles
- ◆ Non-scriptural miracles

## **Component 2: assignment**

Learners have an open choice of religious, moral or philosophical issue. Their choice is not constrained by the mandatory content of Component 1: question paper.

## Administrative information

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Published: ~~August 2015~~ April 2016 (version 1.21.3)

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## History of changes to Course Assessment Specification

Course details	Version	Description of change	Authorised by	Date
	1.1	Further information and clarification on scope and structure of each Component given in the 'Structure and coverage of Course assessment' section. 'Further mandatory information' section divided into separate parts for each Component.	Qualifications Development Manager	June 2013
	1.2	Minor 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 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
	<u>1.3</u>	<u>Changes across the three Unit sections to reduce content and provide a practical flow for delivery.</u>	<u>Qualifications Manager</u>	<u>April 2016</u>

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