

# N5

National 5  
Coursework  
Assessment Task



## National 5 Religious, Moral and Philosophical Studies (RMPS) Assignment Assessment task

Valid from session 2017-18 and until further notice.

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# Introduction

This document contains instructions for teachers and lecturers, marking instructions and instructions for candidates for the National 5 Religious, Moral and Philosophical Studies assignment.

This assignment is worth 20 marks. The marks contribute 20% of the overall marks for the course assessment.

This is one of two course assessment components. The other component is a question paper.

# Instructions for teachers and lecturers

## **Specified resources to be taken into assessment**

During the final production of evidence stage, candidates should only have access to their RMPS resource sheet. The purpose of the RMPS resource sheet is to help candidates use their evidence and references, collected during the research stage, to address their chosen issue.

The resource sheet should be a single-sided sheet of A4 and should be no more than 200 words.

No marks will be awarded for directly copying extended pieces of text/narrative from the resource sheet.

If a candidate does not submit a resource sheet, a penalty of 4 marks out of the total of 20 marks is applied.

# Marking instructions

In line with SQA's normal practice, the following marking instructions are addressed to the marker. They will also be helpful for those preparing candidates for course assessment.

Candidate evidence will be submitted to SQA for external marking.

## General marking principles

This information is provided to help you understand the general principles that must be applied when marking candidate responses in this assignment. These principles must be read in conjunction with the detailed marking instructions, which identify the key features required in candidate responses.

- a Marks for each candidate response must **always** be assigned in line with these general marking principles and the detailed marking instructions for this assessment.
- b Marking should always be positive. This means that, for each candidate response, marks are accumulated for the demonstration of relevant skills, knowledge and understanding: they are not deducted from a maximum on the basis of errors or omissions.
- c If a specific candidate response does not seem to be covered by either the principles or detailed marking instructions, or where the candidate has researched an area in which you are unable to verify the knowledge they have presented, and you are uncertain how to assess it, you must seek guidance from your team leader.
- d The resource sheet is not marked. Markers may, however, refer to the resource sheet in order to clarify points the candidate has made in the presentation of their evidence, and to gain an insight into what the candidate intended.

## Detailed marking instructions

In presenting their findings, candidates should:

- ◆ comment on the significance or impact of the issue
  - ◆ use information from different sources, including at least one religious, moral or philosophical viewpoint
  - ◆ use knowledge and understanding
  - ◆ explain and analyse aspects of the issue
  - ◆ present a conclusion about the issue
  - ◆ support the conclusion with reasons
- A. Comment on the significance or impact of the issue** **4 marks**  
Candidates should comment on the significance or impact of a religious, moral or philosophical issue.
- B. Use information from different sources, including at least one religious, moral or philosophical viewpoint** **10 marks over B, C and D**

**C. Use knowledge and understanding**

**D. Explain and analyse aspects of the issue**

Candidates should clearly show that they have used information from sources to explain and analyse the issue, including taking account of at least one religious, moral or philosophical viewpoint.

**E. Present a conclusion about the issue**

**F. Support the conclusion with reasons**                    **6 marks for E and F combined**

Candidates should present a conclusion which is supported with valid reasons. The conclusion may be presented at any point in their writing, for example, as evidence presented in the course of the report or at the end.

These detailed marking instructions provide the basis on which the marking principles should be applied.

**A. Comment on the significance or impact of the issue**

<b>4</b>	The significance and/or impact of a religious, moral or philosophical issue is well explained.	<b>2-3</b>	There is valid and developed comment on the significance or impact of a religious, moral or philosophical issue.	<b>1</b>	There is comment on the significance or impact of a religious, moral or philosophical issue, but the comment lacks development.	<b>0</b>	No comment is made on the significance or impact of the issue.
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**B. Use information from different sources, including at least one religious, moral or philosophical viewpoint**

**C. Use knowledge and understanding**

**D. Explain and analyse aspects of the issue**

<b>7-10</b>	<p>There is evidence that the candidate has selected a range of sources of information.</p> <p>Sources are relevant and appropriate to the religious, moral or philosophical issue identified for study (eg accurate, appropriately demanding, used to produce a balanced report).</p>	<b>4-6</b>	<p>A range of sources of information has been used.</p> <p>Sources are mainly relevant and appropriate to the religious, moral or philosophical issue identified for study (eg accurate, appropriately demanding, used to ensure a balanced report).</p>	<b>1-3</b>	<p>A limited range of sources of information has been used, and/or these are lacking in demand/relevance/appropriateness.</p> <p>Some of the information presented is accurate, but this tends to be descriptive in nature and/or isn't used to address a truly religious, moral or philosophical issue.</p> <p>There is little detail or development.</p>	<b>0</b>	<p>There is no evidence of relevant information having been located in appropriate sources.</p> <p>No information has been used to address a religious, moral or philosophical issue.</p> <p>There is no detail or development.</p> <p>There is no reference to a religious, moral or philosophical viewpoint.</p>
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<p>Information from these sources has been skilfully applied.</p> <p>Information presented is relevant, accurate, and is used skilfully to address a religious, moral or philosophical issue.</p> <p>Information is detailed/developed (may include background factual information as well as viewpoints and arguments).</p> <p>Detailed/developed information about <b>one or more</b> relevant religious, moral or philosophical viewpoints is used to address the issue.</p> <p>Key aspects of the religious, moral or philosophical <b>issue</b> are explained and analysed in</p>	<p>Information presented is mostly, but not always relevant, accurate, or used to address a religious, moral or philosophical issue. May lack appropriate breadth.</p> <p>There is some detail/development, but the report is descriptive in places.</p> <p>Information about <b>one or more</b> religious, moral or philosophical viewpoints is presented. This is mostly relevant or accurate. May lack detail in places.</p> <p>Some key aspects of the religious, moral or philosophical <b>issue</b> are explained and/or analysed, but the explanations may lack detail in places (explanation and analysis may cover the issue and relevant facts and</p>	<p>A religious, moral or philosophical viewpoint is present, but lacks detail and/or relevance/accuracy.</p> <p>Explanation and analysis of the religious, moral or philosophical <b>issue</b> is limited (explanation and analysis may cover the issue and relevant facts and viewpoints).</p>	<p>There is no explanation or analysis of any key aspects of the issue.</p>
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	detail (explanation and analysis may cover the issue and relevant facts and viewpoints).		viewpoints).				
<b>E. Present a conclusion about the issue</b>							
<b>F. Support the conclusion with reasons</b>							
<b>5-6</b>	There is a detailed and well-justified conclusion on the chosen religious, moral or philosophical issue.  The conclusion may be presented in the course of the report and/or at the end of the report.	<b>3-4</b>	There is a justified conclusion on the chosen religious, moral or philosophical issue, but this may lack detail in places.  The conclusion may be presented in the course of the report as well as at the end of the report.	<b>1-2</b>	A conclusion about the issue is presented, but there are significant weaknesses in the justification.	<b>0</b>	There is no conclusion on the religious, moral or philosophical issue.

# Instructions for candidates

This assessment applies to the assignment for National 5 Religious, Moral and Philosophical Studies.

This assignment is worth 20 marks. The marks contribute 20% of the overall marks for the course assessment.

It assesses the following skills, knowledge and understanding:

- ◆ commenting on the significance or impact of the issue
- ◆ using information from different sources, including at least one religious, moral or philosophical viewpoint
- ◆ using knowledge and understanding
- ◆ explaining and analysing aspects of the issue
- ◆ presenting a conclusion about the issue
- ◆ supporting the conclusion with reasons

Your teacher or lecturer will let you know how the assessment will be carried out and any required conditions for doing it.

The assignment has two stages:

- ◆ research
- ◆ writing a report of your findings (under supervision within one hour)

The assessment for the assignment will be in the form of a report of your research and findings. You must complete this report within one hour, and in one sitting.

In this assessment, you have to show your ability to apply your skills, knowledge and understanding to research a religious, moral or philosophical issue of your choice. This may be related to areas you have studied in class, or you may choose to research any relevant topic or issue.

You complete the RMPS resource sheet with your research evidence, which you can refer to as you produce a report of your findings. The resource sheet must consist of one single-sided sheet of A4, and must contain no more than 200 words.

Your resource sheet must be submitted to SQA with your report of your findings. The resource sheet is not marked. If you do not submit a resource sheet, you will lose 4 marks.

You must not copy directly from your RMPS resource sheet, or use it to pre-write your report. You will not gain any marks for directly copying extended pieces of text/narrative from your resource sheet. However, you may copy quotations in full, provided you acknowledge the sources.

In this assessment you will:	How you can do this
<ul style="list-style-type: none"> <li>◆ identify an appropriate religious, moral or philosophical issue</li> </ul>	<p>Identify a religious, moral or philosophical issue. Your issue can be religious or moral or philosophical, or any combination of these. Your issue should allow you to:</p> <ul style="list-style-type: none"> <li>◆ find relevant factual information and relevant viewpoints</li> <li>◆ comment on the significance or impact of the issue</li> <li>◆ come to a conclusion which you can support with reasons</li> </ul> <p>Your teacher or lecturer will support you by commenting on the suitability of the issue you have identified, and will advise you on the likely availability of resources.</p>
<ul style="list-style-type: none"> <li>◆ comment on the significance or impact of the issue</li> </ul>	<p>Your comment should focus on the significance or impact of the religious, moral or philosophical issue you have been studying.</p>
<ul style="list-style-type: none"> <li>◆ use information from different sources, including at least one religious, moral or philosophical viewpoint</li> </ul>	<p>This will involve a number of stages:</p> <ul style="list-style-type: none"> <li>◆ collecting information which will help you come to a conclusion on the issue</li> <li>◆ finding out about facts and viewpoints</li> <li>◆ taking a note of where you found this information</li> </ul> <p><b>Collecting information</b> You should collect evidence relevant to the issue from a range of sources. This may include, for example:</p> <ul style="list-style-type: none"> <li>◆ websites/blogs</li> <li>◆ newspapers/magazines (print or electronic)</li> <li>◆ books</li> <li>◆ religious texts</li> <li>◆ visits or fieldtrips</li> <li>◆ television/video</li> <li>◆ radio/podcasts</li> <li>◆ textbooks</li> <li>◆ interviews/questionnaires</li> <li>◆ artefacts</li> <li>◆ iconography</li> </ul> <p><b>Using sources</b> When presenting evidence from sources, you should say where the information comes from.</p> <p>It is useful to reference the sources you have used. You can quote directly or put it in your own words.</p>

In this assessment you will:	How you can do this
	<p>For example:</p> <p>1 Corinthians 13 states that.... Or In <i>The Blind Watchmaker</i> Dawkins argues that.... Or The Buddhist Wheel of Life shows.... Or The BBC Religion and Ethics website states that.... (full URLs for websites are not required).</p> <p>It is important to think about the reliability and appropriateness of the sources you use.</p>
<p>◆ <b>use knowledge and understanding to explain and analyse aspects of the issue</b></p>	<p>Use accurate knowledge to explain key aspects of the issue.</p> <p>When you explain and analyse aspects of the issue, you could make links between factors or different aspects of the issue, and show that you have understood how these different factors affect each other, for example:</p> <ul style="list-style-type: none"> <li>◆ People who believe in a literal interpretation of religious creation stories will reject scientific accounts of the origin of the universe. This may lead them to mistrust science in general, which in turn may affect...</li> <li>◆ Religious people may agree with non-religious people that the issue of mankind's responsibility for the environment is a moral issue, because they believe that...</li> </ul>
<p>◆ <b>present a conclusion about the issue and support the conclusion with reasons</b></p>	<p>Present a conclusion which is supported with valid reasons.</p> <p>Your conclusion may be presented at any point in your writing, for example as you present your evidence, or at the end.</p> <p>It is acceptable to conclude that you are unsure, as long as you can support your view with clear reasons.</p>

## Administrative information

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### History of changes

Version	Description of change	Date
1.0	This document replaces the previous version dated September 2016.  Document formatted to match latest template and writing style.  Minor amendments to marking instructions. Percentage of overall mark contribution for the assignment amended.	September 2017
1.1	This document replaces the previous version dated September 2017.  Minor amendments to marking instructions.	November 2018
2.0	Penalty for non-submission of resource sheet added to 'Instructions for teachers and lecturers' and 'Instructions for candidates' section.	July 2019

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