



Higher National Unit specification: general information

Unit title: Philosophy C: An Introduction to Logical Analysis

Unit code: FK83 35

Superclass: DE

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Unit purpose

This Unit is intended for those candidates who already have a basis of knowledge and understanding of Philosophy and wish to develop this further. This Unit is designed to develop candidates' skills of logical analysis by introducing them to the vocabulary and techniques associated with the analysis and evaluation of arguments. They will then put these skills into practice in studying a classic text of the analytic tradition, A.J. Ayer's *Language, Truth and Logic*. This Unit will serve as a basic introduction to logic; preparing candidates for more advanced study in formal logic and analytic philosophy.

On completion of the Unit the candidate should be able to:

- 1 Explain and apply key terms in logical analysis
- 2 Evaluate Ayer's analytic approach to a traditional problem in philosophy

Recommended prior knowledge and skills

It would be beneficial if candidates have previously achieved the HN Unit *Philosophy A: An Introduction to Philosophical Debate* and HN Unit *Philosophy B: Classic Texts in Philosophy*. Ultimately, entry is at the discretion of the Centre.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Core Skills

There are opportunities to develop the Core Skills of *Communication* at SCQF 6 and *Information and Communication Technology* at SCQF level 5 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment

This Unit will be assessed holistically using two instruments of assessment, as follows:

- 1 Outcome 1 will be assessed by a closed book instrument of assessment sampling from the evidence requirements for the outcome.
- 2 Outcome 2 will be assessed by one open book assessment covering all evidence requirements for the outcome.

An exemplar instrument of assessment and marking guidelines has been produced to indicate the national standard of achievement required at SCQF level 8

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain and apply key terms in logical analysis

Knowledge and/or Skills

- ◆ The distinction between sentences and propositions.
- ◆ The component parts of arguments: premises, conclusions, hidden premises.
- ◆ The notion of argument forms and argument content.
- ◆ The representation of argument forms using standard notation.
- ◆ The distinction between inductive and deductive arguments.
- ◆ The notions of validity and soundness as applied to deductive arguments.
- ◆ The notions of strength and cogency as applied to inductive arguments.
- ◆ Common fallacies: Denying the Antecedent; Affirming the Consequent; Equivocation; Appeal to Authority; Circular Argument; Slippery Slope; Post hoc Ergo Propter Hoc; Ad Hominem; False Dilemma; Composition/Division.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Define and identify the component parts of arguments.
- ◆ Represent the form of arguments using standard notation.
- ◆ Define and identify inductive and deductive arguments.
- ◆ Assess arguments for validity/strength and soundness/cogency as appropriate.
- ◆ Identify unseen examples of fallacies.

The knowledge and skills for Outcome 1 will be sampled in the assessment. In assessing this outcome it may be the case that some skills may need to be demonstrated a number of times to provide reliable evidence that the candidate possesses the skill (e.g. in distinguishing valid from invalid arguments).

This part of the Unit will be assessed by a closed book assessment, which means candidates should be assessed without the use of notes, textbooks, VLE or other materials in a supervised setting. The argument examples used should be previously unseen.

Higher National Unit specification: statement of standards (cont)

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Assessment Guidelines

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

This assessment could take the form of a set of unseen structured questions requiring a response of approximately 1000 words across all questions *or* an essay, also requiring approximately 1000 words *or* an oral response to set questions requiring the candidate to respond in sustained detail for approximately 8 minutes *or* an oral presentation of approximately 8 minutes duration *or* another method decided by the Centre. As this is a closed book assessment, it would not be appropriate for candidates to use visual aids (such as PowerPoint presentations or posters) in the oral presentation, rather it would be sustained presentation without aid of notes. Broad guidance on the area to be assessed will be given one week prior to the assessment date. It is likely that if it is a written assessment it will take 90 minutes to complete.

Outcome 2

Evaluate Ayer's analytic approach to a traditional problem in philosophy

Knowledge and/or Skills

- ◆ Define the analytic approach and its historical influences.
- ◆ The verification principle and its various formulations (i.e. verification 'in practice' versus 'in principle', and 'weak' versus 'strong' verification)
- ◆ Ayer's application of the analytic approach to a traditional problem in philosophy.
- ◆ Comparison of Ayer's approach with conventional approaches.
- ◆ Evaluation of Ayer's approach to a traditional problem in philosophy.

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Define the analytic approach and its historical influences.
- ◆ Explain the verification principle and its various formulations.
- ◆ Explain Ayer's application of the analytic approach to a traditional problem in philosophy.
- ◆ Compare Ayer's approach with conventional approaches.
- ◆ Evaluate Ayer's approach to a traditional problem in philosophy.

Higher National Unit specification: statement of standards (cont)

Unit title: Philosophy C: An Introduction to Logical Analysis

For Outcome 2, the assessment will be open book and should be completed according to a prescribed format set in advance. The format chosen will provide evidence of all items listed under the knowledge and skills section. A feedback session with the candidate should ensure authenticity of the candidate's work.

The assessment will be *open book*. This means that candidates will be allowed access to materials (e.g. text books, notes, VLE).

Regardless of the assessment method chosen, the candidate must submit a bibliography presented in a standard referencing format such as Harvard. In response to the task set, the candidate must convey complex ideas in a well-structured and coherent form.

Assessment Guidelines

There is a wide variety of methods of assessment that would allow candidates to meet the evidence requirements. The following are suggestions and there may be other methods that would be suitable. Centres are reminded that Prior Verification would help to ensure that the national standard is being met.

This assessment could take the form of an open book essay with an expected candidate response of approximately 2000 words *or* an individual oral presentation *or* poster exhibition with expected candidate's response of approximately 15 minutes in presentation *or* explanation of poster *or* any other method that is appropriate to meet the evidence requirements. Candidates could also provide the evidence requirements in the form of an individual Blog or creation of a website, with approximately 2000 words. This should cover all parts of the knowledge and skills listed under Outcome 2.

Tutors should make candidates aware of the importance of the judicious selection of appropriate academic sources. Suggested traditional problems can be found in the *Guidance on the Content and Context* Section.

Higher National Unit specification: support notes

Unit title: Philosophy C: An Introduction to Logical Analysis

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This is one of a suite of Units that covers Philosophy within HNC/D Social Sciences Group Awards. This Unit prepares candidates for *Philosophy D: Normative Ethics*. The Unit can be taught as a free-standing Unit or as part of the HND Social Sciences Group Award.

The aim of this Unit is to provide candidates with skills in logical analysis which are essential in more advanced study in Philosophy and are transferable to the study of the social sciences generally. Wherever possible, the relevance of the concepts to the analysis of everyday arguments in both academic contexts and in the media should be emphasised. Whilst the mandatory logical terms and techniques should be taught it may be beneficial to bring in additional extension material to support the delivery of the mandatory concepts. For example, some proficiency in argument evaluation methods such as Venn diagrams and truth tables might help candidate in distinguishing valid from invalid arguments.

The Unit also allows candidates to read and analyse a 20th Century text. In order to prepare candidates for this part of the Unit it will be essential to give candidates input into the historical background to Ayer's work by looking at the invention of the 'new logic' by Frege and Russell; the development of logical positivism and the Vienna Circle and the general aims of analytic philosophy in all its forms. Ayer's book tackles a very wide range of philosophical problems in novel and sometimes surprising ways. Centres may wish to touch on a large number of these problems briefly or a few of them in more depth. They may also wish to give candidates a choice in which problem they tackle to allow them to demonstrate independent research skills appropriate to the level of the Unit.

Suitable traditional problems tackled by Ayer which candidates could focus on for the purposes of assessment for Outcome 2 could be:

- ◆ The problem of induction
- ◆ The status of the laws of logic
- ◆ God and religious statements
- ◆ Ethical claims
- ◆ The problem of other minds.

Higher National Unit specification: support notes (cont)

Unit title: Philosophy C: An Introduction to Logical Analysis

Guidance on the delivery and assessment of this Unit

Centres should structure the teaching programme to allow time for development of Core Skills and other transferable skills and for assessment practice within the notional hours suggested.

Centres should design appropriate assessment instruments based on a method that is suitable in allowing candidates to meet the evidence requirements. This can be written or oral (depending on the needs of the candidates and the organisational aspects for the Centre in choosing particular methods). If an oral method is chosen, it is recommended that Centres record this (either by DVD or digital recorder etc.) or provide assessor notes on the presentation for External Verification purposes. Oral presentations (or poster exhibitions) must be done individually as each candidate has to show evidence of meeting all evidence requirements, so a group presentation would not be suitable. If the Centre is using a Blog or creation of a website as the way of gathering evidence, this should not be in the public domain. Rather it should be on an Intranet or private area of a VLE to reduce the likelihood of plagiarism. Authentication of the candidate's work is essential. It would be helpful to collect notes or PPT presentation materials from the candidate as further evidence of meeting SCQF level 8 in the presentation.

A Centre can choose to use a mixture of methods across a cohort, as it may be more suitable for some candidates to give a written response and for others to use an oral method or to create a 'Blog' etc. It is possible to combine the poster exhibition with an oral presentation, where, for example, a candidate may produce a detailed poster on logical positivism and discuss an analytic approach to a problem in an oral presentation using PPT or a mind map as a visual aid. The time across all evidence requirements covered would be 15 minutes approximately (not 15 minutes each for the poster and for the oral presentation, but rather combining both in the time). They should also be done on the same occasion. Whichever method is chosen the candidates should be allowed access to notes, text books or other materials, as the assessment of Outcome 2 must be conducted open book.

Centres should make sure they can authenticate each candidate's work. This may be done by questioning the candidate about their work, by seeing drafts of work under construction, by having partial write-up in presence of assessor or by using an anti-plagiarism tool, such as Turnitin or SafeAssign, which checks Internet sites.

Remediation for Outcome 1 could be done by oral clarification for minor omissions or to clarify minor detail. If additional information is required this can be added, as long as it is in total approximately 100 words or less per outcome. If these conditions cannot be met, then the candidate should be reassessed using a different set of questions for Outcome 1.

Remediation for Outcome 2 should be done by a review of the original work. Candidates should be asked to hand in a complete piece of work, with amendments incorporated in the appropriate context, rather than a large add-on at the end, or asked to fully rewrite their work to a prescribed format if it did not meet requirements. Oral clarification could be used for minor omissions or to clarify minor detail. If it is thought appropriate that a candidate tackle a different topic or question, then that new submission would count as a reassessment.

Higher National Unit specification: support notes (cont)

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In oral work, candidates can be questioned by the assessor at the end of their presentation or explanation, where minor omissions occur, or where clarity is required. This would help to reduce the need for reassessment. However, where more work is required to meet the evidence requirements (eg where the quality of evidence is poor in a presentation) another presentation of the same duration, on the same topic or question as the original would be required. Only where a different topic or question is attempted would this be classed as reassessment.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the development of Core Skills of *Communication* and *Information and Communication Technology*. It can also support the development of other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

It is possible to develop **Communication at SCQF level 6** if the assessment takes the form of an essay or oral presentation. **For written communication at SCQF level 6 the skill is: produce well structured written communication on complex topics.** To develop this skill candidates can be encouraged in both formative and summative assessment to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that is organised and use paragraphing to make distinctions between facts, opinions, arguments and conclusion, use a format, layout, and word choice which are appropriate to the content and context, and use spelling, punctuation, vocabulary and sentence structures which are consistently accurate.

The candidates could be tasked with producing a written communication which presents, analyses, and evaluates a substantial body of information. These skills can be developed through formative activities, such as shorter essays on Ayer's solution to various problems, without being formally assessed for certification of the Core Skill. The task of describing and evaluating Ayer's solution to a problem is complex, so should easily fit with SCQF level 6.

It is important to develop essay-writing skills for candidates' future progression. In doing this candidates should also be encouraged to use an appropriate referencing method, such as Harvard, for any formative or summative essays. Referencing, citation and bibliography skills are best developed using the vehicle of formative essay writing.

For oral communication at SCQF level 6 the skill is: produce and respond to oral communication on a complex topic. In both formative and summative assessment the candidate could be encouraged to give a detailed oral presentation on Ayer's philosophy. The specific skills of using an appropriate level of vocabulary, consistent spoken language structures and formality, conveying all essential information, opinions, or ideas with supporting detail accurately and coherently, and with varied emphasis as appropriate and responding to others, taking account of their contributions would be developed in an oral presentation or in an oral explanation of a poster exhibition. Although a summative assessment would require individual work and individual presentation, a formative assessment could be constructed that would encourage candidates to work in a small group, with a few people contributing to the presentation. This may allow a candidate to experience the demands of oral presentation before choosing this as an option for summative assessment of the Unit (if the Centre is able to give a choice).

Higher National Unit specification: support notes (cont)

Unit title: Philosophy C: An Introduction to Logical Analysis

For the Core Skill of Information and Communication Technology at SCQF level 5 the skills are: 'Accessing Information, use ICT independently, effectively, and responsibly to access information within a range of tasks' and 'Providing/Creating Information, use ICT independently, effectively, and responsibly to carry out a range of processing tasks'. This Unit can help to develop such skills by the use of mini formative presentations using PowerPoint or other ICT presentation tool that will also support the development of oral communication. A summative assessment using ICT presentation methods is also possible. Specific areas of accessing information using Internet searches or VLE use and providing and creating information can be developed in such tasks. Creating a Blog or a website for the summative assessment is another way in which this Core Skill can be developed. This could be used where candidates (and their lecturer) have particular skills and interest in ICT.

Thinking, analytical and critical skills could be developed by posing questions at appropriate points in the delivery, enabling discussion and promoting the need for candidates to take responsibility for learning by encouraging the development of research skills via the Internet or using text books.

Curriculum for Excellence

The Curriculum for Excellence aspires to place learners at the centre of the curriculum and develop their capacities as Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. All four capacities will be developed throughout this unit.

This unit will develop the literacy and communication skills of the learners by way of formative and summative assessments. Independent learning is required throughout this unit, whilst the opportunity is available for group learning through formative tasks. The subject of philosophy demands independent thinking, and through reasoned evaluation encourages learners to reach satisfactory conclusions. Further opportunity is offered to develop technological skills by way of researching via the internet, the production of word documents, PowerPoint presentations, blogs and/or the creation of a website. Collectively these skills contribute towards the creation of a **Successful Learner**.

Time management skills should improve during the delivery of this Unit, as should the ability to relate to others through formative tasks. The topics in Philosophy C should allow the learner to develop their own views with regard to a number of traditional philosophical debates, and they will be given the opportunity to express these views within the classroom setting. This should lend to the emergence of a **Confident Individual**, particularly if they gain success in the achievement of the Unit.

Philosophy C can also contribute to learners becoming **Responsible Citizens** by allowing the opportunity to develop knowledge and understanding of debates and issues concerning society and the learner's place within it. For example the discussion of ethical and meta-ethical questions by Ayer has consequences for the ways in which we view moral behaviour. Furthermore, the development of logical analysis and reasoning skills will enhance the ability of learners to evaluate social and political views critically and enable them to contribute their own views articulately.

Higher National Unit specification: support notes (cont)

Unit title: Philosophy C: An Introduction to Logical Analysis

Learners can become **Effective Contributors** to society by learning to work together effectively in teams within the class setting. This can be achieved through group-work where they can apply critical thinking within new contexts. In planning group tasks, evaluating data and presenting their findings, learners will also develop problem solving skills. Both oral and written communication skills will also be developed. This can be achieved through written work, individual PowerPoint presentations, and the creation of blogs and websites.

All these skills can be developed within the Unit.

Open learning

This Unit could be delivered by open or distance learning; however, it would require planning by the centre to ensure sufficiency and authenticity of candidate evidence.

Arrangements would have to be made to ensure that the assessment for Outcome 1 was conducted closed book and under supervision. For Outcome 2 a written response in the form of an essay or answers to structured questions could be posted or emailed to the assessor or uploaded onto a VLE. An oral presentation could be used that would be recorded on DVD and sent to the assessor, or could be done using video-conferencing or web-link and observed by the assessor.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date
02	Clarification of remediation and reassessment statements.	23/10/12

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General information for candidates

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This Unit is designed to develop your skills of logical analysis by introducing you to the vocabulary and techniques associated with the analysis and evaluation of arguments. You will then put these skills into practice in studying a classic text of the analytic tradition, A.J. Ayer's *Language, Truth and Logic*. This Unit will serve as a basic introduction to logic; preparing you for more advanced study in formal logic and analytic philosophy.

At the end of the Unit you will undertake two assessments. One will be closed book and will focus on formal logic skills in a written response of around 1000 words. The other will involve you in critically evaluating Ayer's solution to a traditional problem in philosophy. You will be given the task/question at an appropriate point in the delivery of the Unit. The assessment may be a written essay of approximately 2000 words or a set of structured questions with an expected response of approximately 2000 words or an oral presentation of 15 minutes or a poster exhibition of 15 minutes oral explanation or another method decided by your centre. Your centre will inform you of the chosen method, which will be open book. This means that you will be allowed access to materials (eg text books, notes, VLE).

In undertaking this Unit you will have the opportunity to develop the Core Skills of *Communication* and *Information and Communication Technology*. You will also develop other transferable skills, such as, essay writing, referencing, citation and bibliography skills and thinking, analytical and critical skills.

You will also be given opportunities throughout the unit to develop as a successful learner, a confident individual, a responsible citizen and an effective contributor.