

PHILOSOPHY
Higher

Third edition – published November 1999

**NOTE OF CHANGES TO ARRANGEMENTS
SECOND EDITION TO BE PUBLISHED NOVEMBER 1999**

COURSE TITLE: Philosophy (Higher)

COURSE NUMBER: C073 12

National Course Specification

Course Details:	Course Content	Major changes to <i>Classic Texts in Philosophy</i> and <i>Moral Philosophy</i>
		Changes to details of external assessment
		Changes to grade description
		Core skills statements expanded

National Unit Specification:

All units	Core skills statements expanded
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D421 12 Classic Texts in Philosophy

Changes to outcomes, performance criteria and evidence requirements
Major changes to Support Notes

D422 12 Problems in Philosophy

Changes to some performance criteria and evidence requirements
Changes to Support Notes

D423 12 Logic I

Minor changes to Support Notes

D424 12 Moral Philosophy

Major changes to outcomes, performance criteria and evidence requirements
Major changes to Support Notes

National Course Specification

PHILOSOPHY (HIGHER)

COURSE NUMBER C073 12

COURSE STRUCTURE

This course comprises two mandatory units plus one of the optional units:

Mandatory Units

D421 12	<i>Classic Texts in Philosophy (H)</i>	<i>1 credit (40 hours)</i>
D422 12	<i>Problems in Philosophy (H)</i>	<i>1 credit (40 hours)</i>

Optional Units

D423 12	<i>Logic I (H)</i>	<i>1 credit (40 hours)</i>
D424 12	<i>Moral Philosophy (H)</i>	<i>1 credit (40 hours)</i>

In common with all courses, this course includes 40 hours over and above the 120 hours for component units. This is for induction, extending the range of learning and teaching approaches, support, consolidation, integration of learning and preparation for external assessment. This time is an important element of the course and advice on its use is provided in the course details.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Philosophy at Intermediate 2 level
- in Religious, Moral and Philosophical Studies at Intermediate 2 level
- in Religious Studies Standard Grade at Credit (or possibly grade 3) level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at Intermediate 2 level

It will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

Administrative Information

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National Course Specification: general information (cont)

COURSE Philosophy (Higher)

CORE SKILLS

This course gives automatic certification of the following:

Complete core skills for the course	None
Core skills components for the course	Critical Thinking H

For information about the automatic certification of core skills for any individual unit in this course, please refer to the general information section at the beginning of the unit.

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Course Specification: course details

COURSE Philosophy (Higher)

RATIONALE

The inclusion of philosophy at Higher and Advanced Higher levels originates from proposals made in the Howie Committee's report *Upper Secondary Education in Scotland (1992)* and from the consultation process on the framework for Religious, Moral and Philosophical Studies. Responses to consultation indicated the desire for discrete units and courses in philosophy at Higher and Advanced Higher.

Units and courses in philosophy will:

- promote an enquiring and critical approach to the study of philosophy
- develop candidates' abilities to analyse their own and others' opinions and beliefs
- develop candidates' abilities to review philosophical questions and think critically about situations which pose philosophical problems
- extend candidates' capacity to respond to philosophical questions in a structured and reasoned manner
- promote investigative and evaluative skills in the use of primary and secondary sources

Candidates will investigate the nature and scope of philosophy and will explore a range of philosophical points of view and arguments. Developing skills involved in evaluating evidence, presenting arguments and justifying conclusions forms an integral part of this exploration. The ability to analyse and evaluate the relative merits of various philosophical perspectives requires a knowledge and understanding of primary texts, classical arguments and contemporary points of view. Candidates will be encouraged to develop philosophical thinking as a mode of enquiry applicable in wider contexts. An important aim of the units and courses is to encourage candidates to engage with various ideas and issues which develop their thinking and reasoning skills and contribute to aspects of their personal, social and intellectual development.

Candidates will have opportunities to:

- demonstrate knowledge and understanding of key arguments and concepts in the history of philosophy and display familiarity with classic texts
- analyse and evaluate key arguments and concepts in classic and modern texts
- examine critically their own moral principles and values, and those of others
- become familiar with perennial, basic philosophical problems and traditional responses
- explore and analyse contemporary debates and arguments
- explore their own beliefs and positions in discussion and debate
- formulate personal responses and adopt reasoned positions in argument
- develop formal reasoning skills
- think about thinking itself
- develop certain transferable skills attractive to employers

National Course Specification: course details (cont)

COURSE Philosophy (Higher)

COURSE CONTENT

Classic Texts in Philosophy (40 hours)

This mandatory unit introduces candidates to classic texts from some of the great philosophers: Plato, Aristotle, Descartes and Hume. This unit will develop candidates' understanding of historical developments in philosophy. The unit will involve both the examination of some major philosophical texts in the history of philosophy and critical analysis of theories, arguments and concepts associated with them.

Both of the texts from the two following philosophers are mandatory:

- **Plato:** *The Republic*, Book V, 473d to Book VII, 518b
- **Descartes:** *Meditations* (I, II, VI)

There is a choice of **one text** from either of the two following philosophers:

- **Aristotle:** *Nicomachean Ethics* Books I, II, III Chaps. 1-5, Book X
- **Hume:** *An Enquiry Concerning Human Understanding* Sections II-V, VII, X

Themes and arguments in Plato:

The central theme in *The Republic* is the theory of forms. Crucial elements of the theory include: the distinction between appearance and reality; the distinction between knowledge, belief and ignorance; the role of the philosopher; the form of the good and the simile of the sun, the cave, and the divided line.

The arguments in *The Republic* focus on the distinction between philosophers and non-philosophers. The first argument (474c-477d) focuses on their respective attitudes to beauty; the second (476d-480a) on the proper objects of knowledge, belief and ignorance; the third on the nature of the Good 'in itself'.

Themes and arguments in Descartes:

The central theme in *The Meditations* is rationalism. The crucial elements are Descartes' quest for certainty, sceptical method, responses to sceptical arguments, clear *and* distinct perception. The arguments in *The Meditations* include those for radical scepticism found in *Meditation I*; the *cogito* and the wax example found in *Meditation II*; and response to the dream argument in *Meditation VI*.

Themes and arguments in Aristotle:

The central theme in *Nicomachean Ethics* is Aristotle's teleological approach to ethics. Key elements of this approach include: the nature of eudaimonia; the concept of function; the doctrine of the mean; the concept of 'goodness' and moral virtue; contemplation as the highest good for human beings.

National Course Specification: course details (cont)

COURSE Philosophy (Higher)

The arguments from *Nicomachean Ethics* include: the identification of happiness with the performance of a person's function (Book I, ch 7-8); the equation of happiness with contemplation rather than with pleasure, wealth, fame, power (Book I, ch 5; Book X, chs 1-8); his argument for the doctrine of the mean (Book II).

Themes and arguments in Hume:

The central theme in *An Enquiry Concerning Human Understanding* is empiricism. Key elements of Hume's empiricism include: the psychological account of the origins of ideas; the distinction between matters of fact and relations of ideas.

The arguments in *An Enquiry Concerning Human Understanding* include: the argument concerning the missing shade of blue; Hume's denial of a necessary connection between causes and their effects; the arguments for the rejection of miracles.

Problems in Philosophy (40 hours)

This mandatory unit will introduce the candidate to the main problems and issues of philosophy which will emerge from the theories and arguments found in classic texts. However, the unit will require candidates to explore philosophical problems in contemporary philosophical debate rather than to focus on specific classic texts. There will be a range of problems from the following areas of philosophy: Epistemology, Metaphysics, and Moral and Social Philosophy.

The problems will be chosen from the following:

Epistemology: one from

- the problem of induction: is the past a guide to the future?
- the challenge of scepticism: can we know anything for certain?

Metaphysics: one from

- God: does God exist?
- free-will and determinism: are we free agents?

Moral and Social Philosophy: one from

- subjective versus objective morality: are there moral facts?
- liberty versus equality: can we be both free and equal?

Logic I (40 hours)

In this optional unit candidates will learn to analyse arguments in order to identify:

- the point being argued (conclusion)
- the method of argument (argument-form)
- the implicit or explicit assumptions on which the argument is based (premises)

Candidates will learn to differentiate between sound and unsound arguments and will develop this skill through practical exercises. Although formal symbols are not used, candidates will be introduced to such basic logical concepts as validity and the logical constant. Candidates will learn to identify the most common fallacies, such as circular argument and equivocation.

National Course Specification: course details (cont)

COURSE Philosophy (Higher)

Moral Philosophy (40 hours)

This optional unit involves the exploration of two major normative theories in moral philosophy: Utilitarianism and Kantian Ethics. Candidates will be required to examine the positions suggested by these theories on a particular moral issue.

ASSESSMENT

To gain the course award, candidates must pass all the unit assessments as well as the external assessment. External assessment will provide the basis for grading attainment in the course award.

When units are taken as component parts of a course, candidates will have the opportunity to achieve at levels beyond that required to attain each of the unit outcomes. This attainment may, where appropriate, be recorded and used to contribute towards course estimates, and to provide evidence for appeals. Additional details are provided, where appropriate, with the exemplar assessment materials. Further information on the key principles of assessment are provided in the paper, *Assessment*, published in May 1996.

DETAILS OF INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external course assessment will consist of one paper as follows:

Candidates will be required to answer three questions: one from each of the mandatory units: Classic Texts in Philosophy and Problems in Philosophy, and a third from either of the two optional units: Logic 1 or Moral Philosophy. Within the optional unit Logic 1, assessment will be by objective testing and/or restricted responses. The time allocated for this paper is 2 hours 15 minutes.

External assessment will sample from the course content.

GRADE DESCRIPTIONS

The grade descriptions which follow are intended to assist staff and candidates to appreciate the general standards which apply at Grades 'C' and 'A'.

	C	A
Knowledge and Understanding	Demonstrate knowledge and understanding of philosophical issues.	Demonstrate detailed and extensive knowledge and understanding of philosophical issues.
Sources	Apply sources which support an understanding of concepts, texts, issues and arguments.	Apply sources which support a detailed and extensive understanding of concepts, texts, issues and arguments.

National Course Specification: course details (cont)

COURSE	Philosophy (Higher)	
	C	A
Analysis	Analyse relevant features of concepts, issues and arguments.	Analyse in detail relevant concepts, issues and arguments.
Evaluation	Provide an evaluation of the evidence leading to an appropriate conclusion.	Provide a critical evaluation of the evidence leading to a well-supported conclusion.
Conclusion	Reach a reasoned and coherent conclusion.	Reach a reasoned, coherent and detailed conclusion.

APPROACHES TO LEARNING AND TEACHING

Learning and teaching approaches should be carefully selected to support the development of knowledge and skills, to motivate and promote critical thinking. Good quality teacher/lecturer exposition should be complemented by opportunities for candidates to identify and investigate source material. Structured discussion and debate should be used to develop candidates' critical thinking skills and to formulate supportive arguments. There should be opportunities to present and justify argument in written format. A continuous review of candidates' work will be important in developing their skills. For example, they might be given feedback on how well they supported a particular argument or weighed up the merits of two or more arguments.

Setting the right climate for learning and establishing good relationships will be extremely important. Candidates must be confident that their views will be respected if not necessarily shared and they, in turn, should be encouraged to listen to, and treat with respect, the views of others.

Learning should be planned so that formative assessment and necessary intervention can take place. As candidates progress through the course, individual skills should be rehearsed and consolidated in the production of oral and written work. In a range of contexts candidates will be required to demonstrate knowledge, understanding and skills in exploring themes and arguments in a philosophical text, and making critical judgements about the relative merits of a range of arguments.

Many teachers/lecturers will use short but frequent assessments that focus on the various specific skills; others may prefer to use more extended oral and/or written responses, which will encourage the integration and extension of those skills. Depending upon the ability and prior experience of candidates, a judicious blending of these approaches is recommended. Detailed comments about both the content and the structure of their responses will help candidates make good progress. Candidates should know how to organise and present good oral and written responses. Part of the additional 40 hours should be set aside specifically for the extension and integration of skills through class discussion and oral and written responses. For example, candidates should produce essays and/or oral presentations of extended length which make it necessary to link and extend these skills. Essays could perform the dual function of providing evidence for both unit outcomes and course estimates. More specific advice is given in the unit specifications.

National Course Specification: course details (cont)

COURSE Philosophy (Higher)

A summary of the use of the additional 40 hours would comprise:

- engaging in discussion and practice in the use of skills in different units or contexts
- incorporating oral/written extended responses to develop further the integration and extension of skills and to provide estimate grades
- preparing candidates for external assessment

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning and assessment. The nature of candidates' special needs should be taken into account when planning learning experiences and selecting assessment instruments. Alternative arrangements can be made as necessary.

SPECIAL NEEDS

This course specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

SUBJECT GUIDES

A Subject Guide to accompany the Arrangements documents has been produced by the Higher Still Development Unit (HSDU) in partnership with the Scottish Consultative Council on the Curriculum (SCCC) and Scottish Further Education Unit (SFEU). The Guide provides further advice and information about:

- support materials for each course
- learning and teaching approaches in addition to the information provided in the Arrangements document
- assessment
- ensuring appropriate access for candidates with special educational needs

The Subject Guide is intended to support the information contained in the Arrangements document. The SQA Arrangements documents contain the standards against which candidates are assessed.

National Unit Specification: general information

UNIT	Classic Texts in Philosophy (Higher)
NUMBER	D421 12
COURSE	Philosophy (Higher)

SUMMARY

This unit seeks to develop knowledge and understanding of the themes and arguments of the prescribed texts of Plato and Descartes, and of either Aristotle or Hume, with emphasis on analysis and evaluation.

OUTCOMES

In relation to the prescribed texts of Plato and Descartes, as well as Aristotle or Hume:

- 1 Demonstrate knowledge and understanding of the themes in the prescribed texts.
- 2 Analyse an argument from each prescribed text in a reasoned and structured manner.
- 3 Evaluate the arguments from each prescribed text in a reasoned and structured manner.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Philosophy at Intermediate 2 level
- in Religious, Moral and Philosophical Studies at Intermediate 2 level
- in Religious Studies Standard Grade at Credit (or possibly grade 3) level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at Intermediate 2 level

This unit will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

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National Unit Specification: general information (cont)

UNIT Classic Texts in Philosophy (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Classic Texts in Philosophy (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

In relation to the prescribed texts of Plato and Descartes, as well as Aristotle or Hume:

OUTCOME 1

Demonstrate knowledge and understanding of a central theme in each prescribed text.

Performance criteria

- (a) Present an accurate description of the theme.
- (b) Demonstrate knowledge and understanding of the theme.

OUTCOME 2

Analyse an argument from each prescribed text in a reasoned and structured manner.

Performance criteria

- (a) Analyse an argument in a reasoned and structured manner with reference to the text.
- (b) Present a detailed explanation of the relationship between the argument and the central theme of the text.

OUTCOME 3

Evaluate an argument from each prescribed text in a reasoned and structured manner.

Performance criteria

- (a) Evaluate in a reasoned and structured manner an argument from the text.
- (b) Present a well-supported and coherent conclusion.

Evidence requirements

Evidence for Outcomes 1, 2 and 3 will be provided in the form of an essay response for three of the prescribed texts.

National Unit Specification: support notes

UNIT Classic Texts in Philosophy (Higher)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This mandatory unit introduces candidates to classic texts from some of the great philosophers: Plato, Aristotle, Descartes and Hume. The unit will develop candidates' understanding of historical developments in philosophy. It will involve the examination of some major philosophical texts in the history of philosophy and critical analysis of the themes and arguments associated with them.

Both of the texts from the two following philosophers are mandatory:

- Plato: *The Republic*, Book V, 473d to Book VII, 518b
- Descartes: *The Meditations*, (I, II, VI)

There is a choice of one text from either of the two following philosophers:

- Aristotle: *Nicomachean Ethics*, Books I, II, III Chaps. 1-5, Book X
- Hume: *An Enquiry Concerning Human Understanding*, Sections II-V, VII, X

Themes and arguments in Plato:

The central theme in *The Republic* is the theory of forms. Crucial elements of the theory include: the distinction between appearance and reality; the distinction between knowledge, belief and ignorance; the role of the philosopher; the form of the good and the simile of the sun, the cave, and the divided line.

The arguments in *The Republic* focus on the distinction between philosophers and non-philosophers. The first argument (474c-4776d) focuses on their respective attitudes to beauty; the second (476d-480a) on the proper objects of knowledge, belief and ignorance; the third on the nature of the Good 'in itself'.

Themes and arguments in Descartes:

The central theme in *The Meditations* is rationalism. The crucial elements are Descartes' quest for certainty, sceptical method, responses to sceptical arguments, clear *and* distinct perception. The arguments in *The Meditations* include those for radical scepticism found in *Meditation I*; the *cogito* and the wax example found in *Meditation II*; and response to the dream argument in *Meditation VI*.

Themes and arguments in Aristotle:

The central theme in *Nicomachean Ethics* is Aristotle's teleological approach to ethics. Key elements of this approach include: the nature of eudaimonia; the concept of function; the doctrine of the mean; the concept of 'goodness' and moral virtue; contemplation as the highest good for human beings.

National Unit Specification: support notes (cont)

UNIT Classic Texts in Philosophy (Higher)

The arguments from *Nicomachean Ethics* include: the identification of happiness with the performance of a person's function (Book I, ch 7-8); the equation of happiness with contemplation rather than with pleasure, wealth, fame, power (Book I, ch 5; Book X, chs 1-8); his argument for the doctrine of the mean (Book II).

Themes and arguments in Hume:

The central theme in *An Enquiry Concerning Human Understanding* is empiricism. Key elements of Hume's empiricism include: the psychological account of the origins of ideas; the distinction between matters of fact and relations of ideas.

The arguments in *An Enquiry Concerning Human Understanding* include: the argument concerning the missing shade of blue; Hume's denial of a necessary connection between causes and their effects; the arguments for the rejection of miracles.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates must select themes and arguments from each text. For example, the Theory of Forms as the central theme in Plato's text and one of the arguments which he employs to support the theory is that the philosopher recognises the true form of Beauty which is non-physical whereas the ordinary person or non-philosopher loves only beautiful things/physical objects.

In Outcome 1, candidates must demonstrate understanding of the central theme in each prescribed text. Firstly, they must accurately describe the theme. For example, in Plato's *Republic*, candidates must be able to describe Plato's theory of Forms. Secondly, candidates must demonstrate knowledge and understanding of the theory by interpreting, for example, the simile of the cave and what it is attempting to illustrate.

In Outcome 2, candidates are required to analyse an argument from each prescribed text and explain the relationship between the argument and a central theme of the text. Firstly, they must analyse an argument. For example, the *cogito* in Descartes' *Meditations*. Secondly, candidates must explain the context of the argument. For example, the relationship between the *cogito* and Descartes' method of doubt.

In Outcome 3, candidates are required to evaluate the argument and present a conclusion. This means that candidates must assess the argument from the text and then reach a conclusion. For example, evaluation of Hume's argument for the denial of necessary connections involves assessing the plausibility of all ideas deriving from impressions.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Teaching staff should use assessment judiciously and efficiently. It should be used to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass two or more outcomes. This allows for an integrated approach to skills.

National Unit Specification: support notes (cont)

UNIT Classic Texts in Philosophy (Higher)

The marking scheme should reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Problems in Philosophy (Higher)
NUMBER	D422 12
COURSE	Philosophy (Higher)

SUMMARY

This unit seeks to develop knowledge and understanding of central problems and issues in contemporary philosophical debate, analysing them and critically evaluating them in a reasoned and structured manner.

OUTCOMES

In relation to Epistemology, Metaphysics and Moral and Social Philosophy:

- 1 Demonstrate knowledge and understanding of a chosen problem or issue.
- 2 Analyse in a reasoned and structured manner a chosen problem or issue.
- 3 Evaluate in a reasoned and structured manner a chosen problem or issue.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Philosophy at Intermediate 2 level
- in Religious, Moral and Philosophical Studies at Intermediate 2 level
- in Religious Studies Standard Grade at Credit (or possibly grade 3) level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at Intermediate 2 level

This unit will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

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National Unit Specification: general information (cont)

UNIT Problems in Philosophy (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Problems in Philosophy (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

In relation to Epistemology, Metaphysics and Moral and Social Philosophy:

OUTCOME 1

Demonstrate knowledge and understanding of a chosen problem or issue.

Performance criteria

- (a) Present a detailed description of the problem or issue chosen.
- (b) Review and make relevant reference to a range of appropriate sources.

OUTCOME 2

Analyse in a reasoned and structured manner a chosen problem or issue.

Performance criteria

- (a) Present in a reasoned and structured manner two key positions or arguments found in the problem or issue chosen.
- (b) Analyse two key positions or arguments.

OUTCOME 3

Evaluate in a reasoned and structured manner a chosen problem or issue.

Performance criteria

- (a) Evaluate in a reasoned and structured manner two key positions found in the problem or issue chosen.
- (b) Present a detailed conclusion with supporting arguments.

Evidence requirements

Evidence for Outcomes 1, 2 and 3 will be provided in the form of an essay response for each problem or issue.

National Unit Specification: support notes

UNIT Problems in Philosophy (Higher)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This unit will require candidates to explore philosophical problems in contemporary philosophical debate rather than to focus on specific classic texts. There will be a range of problems from the following areas of philosophy: Epistemology, Metaphysics and Moral and Social Philosophy.

The problems will be chosen from the following:

Epistemology: **one** from

- the problem of induction: is the past a guide to the future?
- the challenge of scepticism: can we know anything for certain?

Metaphysics: **one** from

- God: does God exist?
- free-will and determinism: are we free agents?

Moral and Social Philosophy: **one** from

- subjective versus objective morality: are there moral facts?
- liberty versus equality: can we be both free and equal?

For each problem there are a number of key positions.

Epistemology:

The problem of induction: the key positions are the reactions of Bertrand Russell, A.J. Ayer and Karl Popper to the problem set by David Hume for the sciences.

The challenge of scepticism: the key positions are the infinite regress argument and the denial of foundational propositions (either rationalist or empiricist); the sceptical paradox.

Metaphysics:

God: the key arguments: teleological, cosmological and ontological arguments.

Free-will and determinism: the key positions are hard determinism, indeterminism, soft determinism; the distinction between determinism and fatalism.

National Unit Specification: support notes (cont)

UNIT Problems in Philosophy (Higher)

Moral and Social Philosophy:

Subjective versus objective morality: the key positions are that ethical judgements are neither true nor false; that ethical judgements are about a person's desires and inclinations; that ethical judgements are true or false; that there are moral facts independent of human psychology.

Liberty versus equality: the key positions are that each individual should have equal rights to an extensive set of basic liberties; that all people are born equal and should have equal opportunities; that wealth should be redistributed in accordance with a principle of equality.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates must be able to explain, analyse and evaluate the problem or issue chosen as well as the key positions associated with it. They should attempt to evaluate putative solutions found in current debate.

In Outcome 1 candidates must describe clearly what the problem or issue is in Epistemology, Metaphysics and Moral and Social Philosophy. Candidates must choose one problem from each area.

Candidates should refer to sources using appropriate philosophical terminology.

In Outcome 2 candidates must analyse in detail at least two key positions or arguments found in each problem or issue. They will have to distinguish clearly between the positions or arguments and provide accurate explanations of each response. In doing so they should identify at least two points of comparison between the two positions or arguments. For example, they may discuss the question, "Are there moral facts?" by analysing i) the position that moral judgements are about the inclinations of the individual; and ii) the response that there are such things as moral facts. Candidates should be familiar with supporting evidence for these positions. Candidates should use appropriate philosophical terminology.

In Outcome 3 candidates must evaluate at least two positions or arguments held as putative solutions to the problems. They must be able to summarise the issue and the solutions. Candidates must also present a clear conclusion on the issue based on their analysis and evaluation of the different responses.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Teaching staff should use assessment judiciously and efficiently. It should be used to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass two or more learning outcomes. This allows for an integrated approach to skills.

The marking scheme should reflect the standard embodied in the performance criteria. This would allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

National Unit Specification: support notes (cont)

UNIT Problems in Philosophy (Higher)

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT	Logic I (Higher)
NUMBER	D423 12
COURSE	Philosophy (Higher)

SUMMARY

This unit seeks to develop knowledge and understanding of the general principles of logic and develop skills in analysing arguments encountered in everyday life.

OUTCOMES

- 1 Demonstrate knowledge and understanding of logical form.
- 2 Demonstrate knowledge and understanding of what constitutes valid and invalid form and the distinction between sound and unsound arguments.
- 3 Evaluate arguments encountered in everyday life.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Philosophy at Intermediate 2 level
- in Religious, Moral and Philosophical Studies at Intermediate 2 level
- in Religious Studies Standard Grade at Credit (or possibly grade 3) level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at Intermediate 2 level

This unit will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Logic I (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Logic I (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of logical form.

Performance criteria

- (a) Present a detailed and accurate description of what constitutes an argument's logical form.
- (b) Demonstrate how an argument may have more than one form.
- (c) Describe accurately the role of logical constants and variables in the presentation of logical form.

OUTCOME 2

Demonstrate knowledge and understanding of what constitutes valid and invalid form and the distinction between sound and unsound arguments.

Performance criteria

- (a) Demonstrate knowledge and understanding of the concepts 'valid' and 'invalid' in relation to logical form.
- (b) Demonstrate knowledge and understanding of the difference in meaning and application of soundness, validity and truth in relation to logical form.

OUTCOME 3

Evaluate arguments encountered in everyday life.

Performance criteria

- (a) Define and explain common fallacies.
- (b) Assess examples of arguments in ordinary language in terms of their logical form.
- (c) Evaluate examples of fallacious arguments encountered in everyday life.

Evidence requirements

Evidence of attainment of the above outcomes will be provided through the medium of restricted responses and/or objective tests inclusive of all the performance criteria. These will include both theory (knowledge of key concepts) and practice in analysing arguments such as specified fallacies.

National Unit Specification: support notes

UNIT Logic I (Higher)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

In this optional unit candidates will learn to analyse arguments in order to identify:

- the point being argued (conclusion)
- the method of argument (argument-form)
- the implicit or explicit assumptions on which the argument is based (premises)

Candidates will learn to differentiate between sound and unsound arguments and will develop this skill through practical exercises. Although formal symbols are not used, candidates will be introduced to such basic logical concepts as validity and the logical constant. Candidates will learn to identify the most common fallacies, ie

1. Appeal to Force (Argument ad Baculum)
2. Appeal to Pity (Argument ad Misericordiam)
3. Appeal to Authority (Argument ad Auctoritatum)
4. Argument from Ignorance (Argument ad Ignorantiam)
5. The Slippery Slope
6. Appeal to Consequences
7. Attacking the Person (Argument ad Hominem)
8. Begging the Question (Petitio Principii)
9. Fallacy of Equivocation
10. Fallacy of Amphiboly
11. Fallacy of Composition
12. Fallacy of Division
13. Post hoc ergo propter hoc
14. False dilemma
15. Denying the antecedent
16. Affirming the consequent.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In Outcomes 1 and 2 the concept of logical form and ways of analysing arguments to show their underlying form are presented. Knowledge of what constitutes valid and invalid form is also presented.

Candidates should:

- present a detailed and accurate description of what constitutes an argument's underlying logical form
- show how the argument may have more than one such form and how these may differ from grammatical form

National Unit Specification: support notes (cont)

UNIT Logic I (Higher)

- analyse real arguments so as to show their logical forms
- identify implicit and explicit premises and conclusions in real arguments, clarifying unclear language where this is necessary
- define and explain the concepts ‘valid’ and ‘invalid’ with respect to both arguments and argument-forms
- assess for their soundness arguments in ordinary language

In Outcome 3 candidates should define and explain common formal and informal fallacies such as ground-shifting and circularity and show an understanding of the reasons why they are fallacious. Candidates should explain how informal fallacies may be analysed in more than one way, eg locating the fallacy sometimes in the argument’s form and sometimes in its choice of premises.

Finally candidates should evaluate examples of argument-forms and of arguments in ordinary language in relation to their soundness.

National Unit Specification: support notes (cont)

UNIT Logic I (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Teaching staff should use assessment judiciously and efficiently. It should be used to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass two or more learning outcomes. This allows for a more integrated approach to skills. Internal assessment will typically include multiple-choice tests and restricted responses, designed both to demonstrate understanding of key concepts and the ability to use logical skills.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).

National Unit Specification: general information

UNIT Moral Philosophy (Higher)

NUMBER D424 12

COURSE Philosophy (Higher)

SUMMARY

This unit seeks to develop knowledge and understanding of the major normative theories in moral philosophy, with emphasis on the analysis and evaluation of these theories with respect to a particular moral issue.

OUTCOMES

- 1 Demonstrate knowledge and understanding of two normative theories in moral philosophy.
- 2 Analyse a moral issue in relation to two normative theories in moral philosophy in a reasoned and structured manner.
- 3 Evaluate two normative theories in relation to the moral issue in a reasoned and structured manner.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Philosophy at Intermediate 2 level
- in Religious, Moral and Philosophical Studies at Intermediate 2 level
- in Religious Studies Standard Grade at Credit (or possibly grade 3) level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at Intermediate 2 level

This unit will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

Administrative Information

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National Unit Specification: general information (cont)

UNIT Moral Philosophy (Higher)

CREDIT VALUE

1 credit at Higher.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	Critical Thinking H

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National Unit Specification: statement of standards

UNIT Moral Philosophy (Higher)

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Demonstrate knowledge and understanding of two normative theories in moral philosophy.

Performance criteria

- (a) Present a description of two normative theories in moral philosophy.
- (b) Refer to sources relating to the two theories.

OUTCOME 2

Analyse a moral issue in relation to two normative theories in moral philosophy in a reasoned and structured manner.

Performance criteria

- (a) Present a clear and detailed description of the positions adopted on a moral issue based on each theory.
- (b) Explain the positions on the issue as they relate to each theory in a reasoned and structured manner.

OUTCOME 3

Evaluate two normative theories in relation to a moral issue in a reasoned and structured manner.

Performance criteria

- (a) Discuss the strengths and weaknesses of the theories in relation to the issue in a reasoned and structured manner.
- (b) Present a coherent and well-supported conclusion.

Evidence requirements

Evidence of Outcomes 1, 2 and 3 will be provided in the form of an essay for each of two issues.

National Unit Specification: support notes

UNIT Moral Philosophy (Higher)

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

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

This optional unit will involve the exploration of two major normative theories in moral philosophy: Utilitarianism and Kantian ethics. Candidates will be required to examine the positions adopted on a moral issue based on each theory.

Theories:

- Utilitarianism: teleological theory; Jeremy Bentham; the principle of utility; the hedonistic calculus; John Stuart Mill; the greatest happiness principle; ‘act’ and ‘rule’ utilitarianism
- Kantian ethics: deontological theory; the Good Will; the distinction between duty and inclination; the Categorical Imperative

Moral Issues: two from:

- punishment: what is its purpose?
- war: when is war morally justified?
- voluntary euthanasia: the right to die?

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In Outcome 1 candidates must give a detailed description of two normative theories in ethics, highlighting the differences between them. They should refer to a range of sources in their description of these theories.

In Outcome 2 candidates must analyse a moral issue in relation to two normative theories. They must provide a detailed description of the position a Utilitarian or Kantian would adopt, for example, on the issue of punishment. Even if both theories *agree* about what stance to take on a moral issue, they will differ as to *why* that stance is regarded as the right one. The issue must be analysed in relation to both theories, demonstrating an understanding of the standard positions and objections.

In Outcome 3 candidates must evaluate the theories in relation to a moral issue. Which theory provides the best analysis of, and solution to, the moral issue? Candidates must also offer their own well-supported and well-argued conclusion concerning the theories and the issue.

National Unit Specification: support notes (cont)

UNIT Moral Philosophy (Higher)

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Teaching staff should use assessment judiciously and efficiently. It should be used to provide evidence of the achievement of all the learning outcomes in the units. A balance must be struck between the need for some targeted assessment of specific knowledge and skills and for assessment instruments which encompass two or more learning outcomes. This allows for an integrated approach to skills.

The marking scheme should reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of the outcomes and, by inference, satisfactory coverage of all the performance criteria.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).