

PHILOSOPHY
Intermediate 2

Second edition – published November 1999

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

COURSE TITLE: Philosophy (Intermediate 2)

COURSE NUMBER: C073 11

National Course Specification

Course Details:	Course Content	Minor changes to <i>Classic Texts in Philosophy</i> Minor changes to <i>Problems in Philosophy</i> Core skills statements expanded
-----------------	----------------	--

National Unit Specification:

All units	Core skills statements expanded
-----------	---------------------------------

D421 11 Classic Texts in Philosophy

Changes to evidence requirements

D422 11 Problems in Philosophy

Change to outcomes
Changes to evidence requirements

D423 11 Moral Philosophy

Changes to evidence requirements
Changes to evidence on content and context for this unit

National Course Specification

PHILOSOPHY (INTERMEDIATE 2)

COURSE NUMBER C073 11

COURSE STRUCTURE

This course comprises three mandatory units, as follows:

D421 11	<i>Classic Texts in Philosophy (Int 2)</i>	<i>1 credit (40 hours)</i>
D422 11	<i>Problems in Philosophy (Int 2)</i>	<i>1 credit (40 hours)</i>
D424 11	<i>Moral Philosophy (Int 2)</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 Religious, Moral and Philosophical Studies at Intermediate 1 level
- in a Social Subject at Intermediate 1 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

Publication date: November 1999

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this course specification (including unit specifications) can be purchased from the Scottish Qualifications Authority for £7.50. **Note:** Unit specifications can be purchased individually for £2.50 (minimum order £5).

National Course Specification (cont)

COURSE Philosophy (Intermediate 2)

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 Int 2

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 (Intermediate 2)

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 Intermediate 2, Higher and Advanced Higher levels.

Units and courses in philosophy will:

- promote an enquiring and critical approach to the study of philosophy
- develop candidates' abilities to examine their own and others' opinions and beliefs
- develop candidates' abilities to review philosophical questions and think critically about situations which pose philosophical problems
- 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 theories, positions and viewpoints. Developing skills involved in evaluating evidence, presenting arguments and justifying conclusions forms an integral part of this exploration. The ability to develop knowledge and understanding of various philosophical perspectives requires a familiarity with 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 themes in the history of philosophy and display familiarity with classic texts
- examine critically their own moral principles and values, and those of others
- become familiar with perennial, basic philosophical problems and traditional responses
- analyse and evaluate contemporary debates and arguments
- explore their own beliefs and positions in discussion and debate
- formulate personal responses and adopt reasoned positions in argument
- develop certain transferable skills attractive to employers

National Course Specification: course details (cont)

COURSE Philosophy (Intermediate 2)

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 the examination and evaluation of passages from some major philosophical texts in the history of philosophy, and the explanation of themes associated with them.

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

- **Plato** *The Republic*, Book V, 475e; Book VII, 514-518b

The central theme in *The Republic* is the theory of forms. The crucial elements are: the distinction between appearance and reality; knowledge and belief; the simile of the cave.

- **Descartes** *The Meditations* I, II (first four paragraphs)

The central theme is rationalism. The crucial elements are Descartes' sceptical method and the *cogito*.

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

- **Aristotle** *Nicomachean Ethics* Book II, Chapters 2 and 6

The central theme is the concept of function and the crucial element is the doctrine of the mean.

- **Hume** *An Enquiry Concerning Human Understanding*, Section II, Parts 11-20

The central theme is empiricism. The crucial elements are the account of the origins of ideas and the distinguishing feature between ideas and impressions.

Problems in Philosophy (40 hours)

This mandatory unit introduces the candidate to the main problems and issues of philosophy which 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: inductive reasoning and David Hume
- the challenge of scepticism: the acquisition of knowledge and the sceptical response.

National Course Specification: course details (cont)

COURSE Philosophy (Intermediate 2)

Metaphysics: one from

- existence of God: the design argument and the ontological argument
- free will and determinism: libertarianism and hard determinism.

Moral and Social Philosophy: one from

- moral philosophy: subjective and objective morality
- social philosophy: liberty and equality

Moral Philosophy (40 hours)

This mandatory unit involves the exploration of two major theories in ethics: consequentialism (Utilitarianism) and non-consequentialism (Kantian ethics). Candidates will be required to examine the key idea from each theory and evaluate them in relation to a moral issue.

ASSESSMENT

To gain the award of the course, 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, Problems in Philosophy and Moral Philosophy. The time allocated for this paper is 2 hours 15 minutes.

External assessment will sample from the course content.

National Course Specification: course details (cont)

COURSE Philosophy (Intermediate 2)

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 knowledge and understanding of philosophical issues.
Sources	Apply sources which support an understanding of concepts, texts and issues.	Apply sources which support a detailed understanding of concepts, texts and issues.
Analysis	Analyse relevant features of concepts and issues.	Analyse in detail relevant concepts and issues.
Evaluation	Provide an evaluation of the evidence leading to an appropriate conclusion.	Provide a critical evaluation of the evidence leading to a conclusion.
Conclusion	Reach a coherent conclusion.	Reach a 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 also 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 conclusion or weighed up the merits of two or more positions.

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 concepts in a philosophical text, and make critical judgements about the relative merits of a range of positions.

National Course Specification: course details (cont)

COURSE Philosophy (Intermediate 2)

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 blend 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 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 extended responses and/or oral presentations of extended length which make it necessary to link and extend these skills. Extended responses could perform the dual function of providing evidence for both unit outcomes and course estimates. More specific advice is given in the unit specifications.

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 further develop the integration and extension of skills and to provide estimate grades
- preparing candidates for external assessment

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 (Intermediate 2)
NUMBER	D421 11
COURSE	Philosophy (Intermediate 2)

SUMMARY

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 the analysis and evaluation of passages from some major philosophical texts in the history of philosophy, and the explanation of themes associated with them.

OUTCOMES

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

- 1 Demonstrate knowledge of a passage from each prescribed text.
- 2 Explain a relevant theme relating to each passage.
- 3 Evaluate the content of the passage.

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 Religious, Moral and Philosophical Studies at Intermediate 1 level
- in a Social Subject at Intermediate 1 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

Superclass:	DE
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Classic Texts in Philosophy (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

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 Int 1

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 (Intermediate 2)

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 of a passage from each prescribed text.

Performance criteria

- (a) Describe a passage from each prescribed text.
- (b) Refer accurately to each passage.

OUTCOME 2

Explain a relevant theme relating to each passage.

Performance criteria

- (a) Describe the relevant theme.
- (b) Explain the relationship between the theme and the specified passage.

OUTCOME 3

Evaluate the content of the passage.

Performance criteria

- (a) Comment upon the strengths and weaknesses of the passage.
- (b) Present a clear conclusion.

Evidence requirements

Outcomes 1, 2 and 3: evidence in the form of an extended response of approximately 400 words for each of three of the prescribed texts.

National Unit Specification: support notes

UNIT Classic Texts in Philosophy (Intermediate 2)

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 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 the examination and evaluation of passages from some major philosophical texts in the history of philosophy, and the explanation of themes associated with them.

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

- **Plato** *The Republic*, Book V, 475e; Book VII, 514-518b

The central theme in *The Republic* is the theory of forms. The crucial elements are: the distinction between appearance and reality; knowledge and belief; the simile of the cave.

- **Descartes** *The Meditations* I, II (first four paragraphs)

The central theme is rationalism. The crucial elements are Descartes' sceptical method and the *cogito*.

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

- **Aristotle** *Nicomachean Ethics* Book II, Chapters 2 and 6

The central theme is the concept of function and the crucial element is the doctrine of the mean.

- **Hume** *An Enquiry Concerning Human Understanding*, Section II, Parts 11-20

The central theme is empiricism. The crucial elements are the account of the origins of ideas and the distinguishing feature between ideas and impressions.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In Outcome 1, candidates must demonstrate knowledge of the prescribed passage from each text. For example, they must describe Plato's simile of the cave which he employs to summarise his philosophical vision. Candidates must refer accurately to the passage.

In Outcome 2, candidates are required to explain a theme relating to each passage. Firstly, they must describe the theme in their own words - for example, the theme of rationalism in Descartes' *Meditations*. Secondly, candidates must attempt to convey the relationship between the theme and the passage - for example, the relationship between Descartes' attack on the evidence of the senses as the foundation of certain knowledge and rationalism.

National Unit Specification: support notes (cont)

UNIT Classic Texts in Philosophy (Intermediate 2)

In Outcome 3, candidates are required to evaluate the content of the passage and present a conclusion: for example, comment on the strengths and weaknesses of Hume's extreme empiricism and draw a conclusion.

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).

National Unit Specification: general information

UNIT	Problems in Philosophy (Intermediate 2)
NUMBER	D422 11
COURSE	Philosophy (Intermediate 2)

SUMMARY

This mandatory unit seeks to develop knowledge and understanding of the central problems and issues in contemporary philosophical debate, analysing and critically evaluating various proposed solutions 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 Explain a chosen problem or issue.
- 3 Evaluate 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 Religious, Moral and Philosophical Studies at Intermediate 1 level
- in a Social Subject at Intermediate 1 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

Superclass:	DE
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: statement of standards

UNIT Problems in Philosophy (Intermediate 2)

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:

- (i) Epistemology
- (ii) Metaphysics
- (iii) Moral and Social Philosophy:

OUTCOME 1

Demonstrate knowledge and understanding of a chosen problem or issue.

Performance criteria

- (a) Describe an area of philosophy.
- (b) Identify a problem or issue from the chosen area.

OUTCOME 2

Explain a chosen problem or issue.

Performance criteria

- (a) Identify two viewpoints relating to each problem or issue.
- (b) Explain two viewpoints relating to each problem or issue.

OUTCOME 3

Evaluate a chosen problem or issue.

Performance criteria

- (a) Comment upon both sides of a problem or issue.
- (b) Present a clear conclusion.

Evidence requirements

Outcomes 1, 2 and 3: evidence in the form of an extended response of approximately 400 words for each of the three problems or issues.

National Unit Specification: support notes

UNIT Problems in Philosophy (Intermediate 2)

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 introduces candidates to issues and problems in contemporary philosophy. These will come from the following areas: Epistemology, Metaphysics and Moral and Social Philosophy.

The issues will be chosen from the following:

Epistemology: one from:

- the problem of induction: inductive reasoning and David Hume
- the challenge of scepticism: the acquisition of knowledge and the sceptical response

Metaphysics: one from:

- existence of God: the design argument and the ontological argument
- freewill and determinism: libertarianism and hard determinism

Moral and Social Philosophy: one from:

- moral philosophy: subjective and objective morality
- social philosophy: liberty and equality

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

For Outcome 1 candidates must demonstrate knowledge and understanding of each of the three areas of philosophy. Candidates should be able to give a clear description of each of the three areas. For example, they will be required to describe Moral and Social Philosophy which requires knowledge and understanding of both components of the area. Candidates must also identify an issue or problem from each area such as, “can we know anything?” and identify it with the area of Epistemology.

For Outcome 2 candidates will be required to explain the issue or problem identified in Outcome 1 from each of the three areas of philosophy. Candidates should now identify two viewpoints relating to each issue or problem. They will have to provide explanations of each viewpoint. For example, they may discuss the question, “Is there such a thing as the **right** thing to do?” by explaining the viewpoint that ‘moral judgements are matters of taste’, and the response that ‘no, moral judgements are absolute’.

For Outcome 3 candidates must evaluate the two viewpoints relating to an issue or problem arising from each area of philosophy. They are required to comment on the strengths and weaknesses of these viewpoints. Candidates must also present a clear conclusion on the issue or problem.

National Unit Specification: support notes (cont)

UNIT Problems of Philosophy (Intermediate 2)

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).

National Unit Specification: general information

UNIT	Moral Philosophy (Intermediate 2)
NUMBER	D424 11
COURSE	Philosophy (Intermediate 2)

SUMMARY

This mandatory unit involves the exploration of two major theories in ethics: consequentialism (Utilitarianism) and non-consequentialism (Kantian ethics). The key idea from each theory is the Principle of Utility and The Categorical Imperative. Candidates will be required to demonstrate knowledge of these and evaluate them in relation to a moral issue.

OUTCOMES

- 1 Demonstrate knowledge of two normative theories in moral philosophy.
- 2 Explain a moral issue in relation to two normative theories.
- 3 Evaluate two normative theories in relation to a moral 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 Religious, Moral and Philosophical Studies at Intermediate 1 level
- in a Social Subject at Intermediate 1 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

Superclass:	DE
Publication date:	November 1999
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 1999

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this unit specification can be purchased from the Scottish Qualifications Authority. The cost for each unit specification is £2.50 (minimum order £5).

National Unit Specification: general information (cont)

UNIT Moral Philosophy (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

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 Int 2

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 (Intermediate 2)

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 of two normative theories in moral philosophy.

Performance criteria

- (a) Identify two normative theories in moral philosophy.
- (b) Describe one key idea from each theory.

OUTCOME 2

Explain a moral issue in relation to two normative theories.

Performance criteria

- (a) Describe a moral issue.
- (b) Explain how each normative theory would address this issue.

OUTCOME 3

Evaluate two normative theories in relation to a moral issue.

Performance criteria

- (a) Comment upon the strengths and weaknesses of the theories in relation to the issue.
- (b) Present a clear conclusion.

Evidence requirements

Evidence of Outcomes 1, 2 and 3: will be provided in the form of an extended response of approximately 400 words for each of two issues.

National Unit Specification: support notes

UNIT Moral Philosophy (Intermediate 2)

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 involves the exploration of two major theories in ethics: consequentialism (Utilitarianism) and non-consequentialism (Kantian ethics). The key idea from each theory is the Principle of Utility and The Categorical Imperative. Candidates will be required to demonstrate knowledge of these and evaluate them in relation to a moral issue.

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 demonstrate knowledge of two normative theories by identifying the defining feature of each. For example, identifying the Principle of Utility with utilitarianism.

In Outcome 2 candidates must explain a moral issue in relation to the two theories. For example, a description of the issue of punishment followed by an explanation of the utilitarian or Kantian response.

In Outcome 3 candidates must evaluate the theories in relation to a moral issue. Candidates must comment on the strengths and weaknesses of the theory. For example, a weakness of the principle of utility, as regards punishment, is that it could be used to justify punishing the innocent in certain circumstances. Candidates must also offer their own conclusions.

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.

National Unit Specification: support notes (cont)

UNIT Moral Philosophy (Intermediate 2)

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).