

PHILOSOPHY
Advanced Higher

Second edition – published April 2000

NOTE OF CHANGES TO ADVANCED HIGHER ARRANGEMENTS SECOND EDITION PUBLISHED APRIL 2000

COURSE TITLE: Philosophy (Advanced Higher)

COURSE NUMBER: C073 13

National Course Specification

Course Details: Minor changes to *Epistemology*, *Philosophy of Mind* and *Social Philosophy* – content clarified.

Changes to details of external assessment.
Changes to grade descriptions – simplified.

National Unit Specification

D425 13 *Epistemology*

Minor changes to outcomes.
Major changes to performance criteria.

D426 13 *Philosophy of Mind*

Major changes to outcomes, performance criteria.
Minor changes to evidence requirements.

D428 13 *Logic II*

No changes.

D427 13 *Social Philosophy*

Minor changes to outcomes.
Major changes to performance criteria.

National Course Specification

PHILOSOPHY (ADVANCED HIGHER)

COURSE NUMBER C073 13

COURSE STRUCTURE

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

Mandatory units

D425 13	<i>Epistemology (AH)</i>	<i>1 credit (40 hours)</i>
D426 13	<i>Philosophy of Mind (AH)</i>	<i>1 credit (40 hours)</i>

Optional units

D428 13	<i>Logic II (AH)</i>	<i>1 credit (40 hours)</i>
D427 13	<i>Social Philosophy(AH)</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 Higher Level
- in Religious, Moral and Philosophical Studies at Higher level
- in a social subject at an equivalent 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

Publication date: April 2000

Source: Scottish Qualifications Authority

Version: 02

© Scottish Qualifications Authority 2000

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: general information (cont)

COURSE Philosophy (Advanced Higher)

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

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 (Advanced 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 their capacity to respond to philosophical questions in a structured and reasoned manner
- demonstrate 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:

- extend and develop their knowledge and understanding of philosophical issues and problems
- recognise connections between philosophy and other disciplines
- develop extended arguments and positions which are consistent across branches of philosophy and other disciplines
- develop decision-making skills attractive to employers

COURSE CONTENT

Epistemology (40 hours)

This mandatory unit will explore some major theories and problems of knowledge in philosophy.

- candidates will explore the implications of Gettier's counter examples to the traditional definition of knowledge as justified, true belief. They will examine responses to Gettier, and will move to a consideration of modifications of the tripartite theory of knowledge including the causal theory of knowledge and the indefeasibility condition
- candidates will explore two theories of perception, namely, direct realism and indirect realism (or sense data theory)

National Course Specification: course details (cont)

COURSE Philosophy (Advanced Higher)

Philosophy of Mind (40 hours)

This mandatory unit will explore some of the major issues in the Philosophy of Mind. It considers what it is to be a human being and a person. Are we minds? Are we bodies? Are we both? Are we free agents or do we act out of necessity? Answering these questions involves careful analysis of key concepts and arguments.

Candidates will study the Mind/Body Problem by exploring the following:

- Substance Dualism
- Identity Theory
- Functionalism

Candidates will study Theories of Personal Identity in relation to:

- Psychological Continuity Theory
- Body/Brain Theory
- Soul Theory

Social Philosophy (40 hours)

In this optional unit candidates will continue to examine some of the central areas and philosophical problems concerning social philosophy.

- candidates will analyse and evaluate arguments put forward by classic and contemporary political philosophers in relation to Justice eg Plato, Rawls, Nozick
- candidates will explore some theories of human or natural rights eg Locke, Bentham, Marx

Logic II (40 hours)

The unit will develop candidates' abilities in identifying the features of valid and invalid arguments. It will involve the study of syllogisms and introduce candidates to the basics of propositional logic.

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.

National Course Specification: course details (cont)

COURSE Philosophy (Advanced Higher)

DETAILS OF THE INSTRUMENTS FOR EXTERNAL ASSESSMENT

The external assessment will consist of one paper with two sections.

Section A

Questions will sample from the material of the two mandatory units: Epistemology and Philosophy of Mind. Candidates will be required to answer two questions: one from each unit. The time allocated for this section is 2 hours and the weighting is two thirds of the final mark.

Section B

Questions will sample from the material of the two optional units: Social Philosophy and Logic II. Within the Social Philosophy unit candidates will be required to answer one question. Within the optional unit Logic II, assessment will include a multiple-choice test and restricted responses. The time allocated for this section is 1 hour and the weighting is one third of the final mark.

External assessment will sample from 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 complex concepts and issues.	Demonstrate in considerable detail comprehensive knowledge and understanding of complex concepts and issues.
	Make selective reference to sources and their contexts.	Make selective and extensive reference to sources and their contexts.
Analysis	Present a detailed analysis of complex concepts and issues.	Present a detailed and balanced analysis of complex concepts and issues.
Evaluation	Make considered judgements on: <ul style="list-style-type: none">• interpretations of texts• the relative merits of viewpoints Present a summary of the evidence with coherent arguments.	Make detailed and balanced judgements on: <ul style="list-style-type: none">• interpretations of texts• the relative merits of viewpoints Present a balanced summary of the evidence with coherent arguments.

National Course Specification: course details (cont)

COURSE Philosophy (Advanced Higher)

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 continual 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 may be rehearsed and consolidated in the production of oral and written work. For example, candidates will be required to demonstrate knowledge, understanding and skills in a range of contexts, through exploring key concepts 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 will 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 to make good progress. Candidates should know how to organise and present a good oral and written response. 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 of several hundred words 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.

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

National Course Specification: course details (cont)

COURSE Philosophy (Advanced Higher)

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	Epistemology (Advanced Higher)
NUMBER	D425 13
COURSE	Philosophy (Advanced Higher)

SUMMARY

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

OUTCOMES

- 1 Demonstrate knowledge and understanding of the problem or issue.
- 1 Analyse in a reasoned and structured manner one response to the problem or issue.
- 1 Evaluate in a reasoned and structured manner the response to the 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 Higher
- in Religious, Moral and Philosophical Studies at Higher
- in a social subject at an equivalent 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:	PB
Publication date:	April 2000
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 2000

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 Epistemology (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

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 Epistemology (Advanced 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 (a) Gettier's challenge to the traditional definition of knowledge and (b) theories of perception:

OUTCOME 1

Demonstrate knowledge and understanding of the problem or issue.

Performance criteria

- (a) Present a detailed description of the problem or issue.
- (a) Make relevant reference to appropriate sources.

OUTCOME 2

Analyse in a reasoned and structured manner one response to the problem or issue.

Performance criteria

- (a) Present a detailed account of the response.
- (a) Explain how the response can be seen as an attempt to deal with the problem or issue.

OUTCOME 3

Evaluate in a reasoned and structured manner the response to the problem or issue.

Performance criteria

- (a) Evaluate in a reasoned and structured manner the merits and deficiencies of the response.
- (a) Present a conclusion with supporting arguments.

Evidence requirements

Evidence for all outcomes will be provided in the form of an essay for each prescribed issue. Therefore two essays are required: one in relation to the tripartite definition of knowledge, one on theories of perception.

National Unit Specification: support notes

UNIT Epistemology (Advanced 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 will explore the some issues and problems of knowledge in the history of philosophy and contemporary philosophy. Candidates will critically examine the definition of knowledge as justified, true belief.

Candidates will explore the implications of Gettier's counter examples to the traditional definition of knowledge as justified, true belief. They will examine responses to Gettier, and will move to a consideration of modifications of the tripartite theory of knowledge including the causal theory of knowledge and the indefeasibility condition.

Candidates will explore two theories of perception, namely, direct realism and indirect realism (or sense data theory).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Candidates should clearly present the definition of knowledge, the standard formula of which is as follows: A knows that p, if and only if:

- 1 p is true.
- 1 A believes that p.
- 1 A has sufficient evidence that p.

(Where A represents any person – for example the candidate – and p represents any proposition – for example, the earth is round.)

Knowledge and understanding of this definition will be demonstrated through understanding the distinction between belief and knowledge in relation to this definition.

In their analysis and evaluation, candidates must refer to contemporary counter-examples to the standard definition of knowledge. The most accessible and famous of counter-examples are those of Gettier in the short paper entitled '*Is Justified True Belief Knowledge?*' Candidates must explain clearly why Gettier's counter-examples challenge the definition of knowledge as justified, true belief. Candidates will consider counter arguments to Gettier which include modifying the tripartite definition of knowledge so as to deal with the counter examples of Gettier. A more radical suggestion will be presented in the form of a new definition of knowledge: causal theory of knowledge.

In relation to two theories of perception, candidates will be expected to demonstrate understanding, analysis and evaluation of direct realism and indirect realism, and there will be a natural tendency to contrast these theories in the learning and teaching of these. Candidates' attention should be focused on perception as a source of certainty.

National Unit Specification: support notes (cont)

UNIT Epistemology (Advanced Higher)

Candidates must present a detailed account of the two theories of perception. They must evaluate the following associated problems with direct realism: the argument from illusion and the arguments from science (to include the causal argument, the time-lag argument, and the argument that mature scientific theories present a world fundamentally unlike the world given in perception). Candidates should know that these are arguments in favour of the existence of 'sense-data'. The associated problem with indirect realism is that it leads to many seemingly insoluble problems and ultimately to scepticism. There is also the problem of the external world; the problem of other minds; and the problem of translating propositions referring to material objects into propositions referring only to sense-data.

Candidates may wish to reconsider the coherence of the arguments in favour of sense-data, and the possibility of retaining some form of moderate, direct realism or finally submitting to scepticism.

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.

It is not necessary for a separate piece of assessment to be set for each performance criterion, although responses of some length are required at this level. The evidence can be gathered during and/or at the end of the unit. The evidence should be composed of assessments relating to each of the outcomes with equal weighting being given to each outcome.

The marking scheme would 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	Philosophy of Mind (Advanced Higher)
NUMBER	D426 13
COURSE	Philosophy (Advanced Higher)

SUMMARY

This unit seeks to develop knowledge and understanding of the some issues and problems in the philosophy of mind, analysing and critically evaluating them in a reasoned and structured manner.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the problem or issue.
- 1 Analyse in a reasoned and structured manner one response to the problem or issue.
- 1 Evaluate in a reasoned and structured manner the response to the 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 Higher
- in Religious, Moral and Philosophical Studies at Higher
- in a social subject at an equivalent 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:	April 2000
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 2000

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 Philosophy of Mind (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

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 **Philosophy of Mind (Advanced 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 (a) the mind/body problem, (b) theories of personal identity:

OUTCOME 1

Demonstrate knowledge and understanding of the problem or issue.

Performance criteria

- (a) Present a detailed description of the problem or issue.
- (a) Make relevant reference to appropriate sources.

OUTCOME 2

Analyse in a reasoned and structured manner one response to the problem or issue.

Performance criteria

- (a) Present a detailed account of the response.
- (a) Explain how the response can be seen as an attempt to deal with the problem or issue.

OUTCOME 3

Evaluate in a reasoned and structured manner the response to the problem or issue.

Performance criteria

- (a) Evaluate in a reasoned and structured manner the merits and deficiencies of the response.
- (a) Present a conclusion with supporting arguments.

Evidence requirements

Evidence for all outcomes will be provided in the form of an essay for each prescribed issue. Therefore two essays are required: one on the mind/body problem, and one on the criterion of personal identity.

National Unit Specification: support notes

UNIT Philosophy of Mind (Advanced 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 will explore some of the major issues in the Philosophy of Mind. It considers what it is to be a human being and a person. Are we minds? Are we bodies? Are we both? Are we free agents or do we act out of necessity? Answering these questions involves careful analysis of key concepts and arguments. Candidates will investigate and evaluate all the following areas: theories in the mind/body problem; personal identity.

Candidates will study the Mind/Body Problem by exploring the following:

- Substance Dualism
- Identity Theory
- Functionalism

Candidates will study Theories of Personal Identity in relation to:

- Psychological Continuity Theory
- Body/Brain Theory
- Soul Theory

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Each outcome is linked to the others in the sense that what is said in one area, eg the mind/body problem may affect what can be said in another. Teachers/lecturers must make sure that the logical connections between the areas are made explicit.

Candidates should be made aware of Descartes' form of substance dualism (interactive substance dualism), other forms of substance dualism (occasionalism and pre-established harmony) and the standard difficulties with each. Candidates should consider the possibility of artificial intelligence when discussing functionalism.

Candidates should consider associated problems with each position. For example, dualism faces the causal interaction problem, its explanatory impotence and the problem of neural dependence; for the identity theory there is the problem of qualia and its failure to account for subjectivity; for functionalism there is the problem of qualia and the possibility of machine intelligence.

Candidates will explore contemporary theories of personal identity and associated problems. The Body criterion faces the Robinson/Brown case; the Brain criterion is challenged by the cases of fusion and fission; the psychological continuity criterion encounters the circularity objection and the problem of reduplication; the Soul criterion has to deal with the problem of interaction.

When candidates are evaluating one of the theories of personal identity they must take into consideration what implications they have for the mind/body problem.

National Unit Specification: support notes (cont)

UNIT **Philosophy of Mind (Advanced 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.

It is not necessary for a separate piece of assessment to be set for each performance criterion, although responses of some length are required at this level. The evidence can be gathered during and/or at the end of the unit. The evidence should be composed of assessments relating to each of the outcomes with equal weighting being given to each outcome.

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 II (Advanced Higher)
NUMBER	D428 13
COURSE	Philosophy (Advanced Higher)

SUMMARY

This unit seeks to develop knowledge and understanding of some of the standard methods of logical analysis which will be applied in the clarification and assessment of arguments.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the truth-functional logic of statements, including its use of truth tables and proofs.
- 1 Demonstrate knowledge and understanding of the elementary logic of sets, and the role of Venn diagrams in analysing formulae and assessing validity.
- 1 Apply the principles of formal logic to analyse arguments in ordinary language.

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 Higher
- in Religious, Moral and Philosophical Studies at Higher
- in a social subject at an equivalent 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:	April 2000
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 2000

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 Logic II (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

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 II (Advanced 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 the truth-functional logic of statements, including its use of truth tables and proofs.

Performance criteria

- (a) Present a detailed and accurate description of truth-functional logic and the forms of argument which it may be used to analyse.
- (b) Present a detailed and accurate description of truth tables and their function in analysing formulae and assessing validity.
- (c) Present a detailed and accurate description of the use of rules of inference in the construction of proofs in statement logic.

Evidence requirements

Evidence will be provided in the form of restricted responses and multiple-choice tests inclusive of all the performance criteria. These will demonstrate both theory (knowledge of key concepts) and practice in analysing arguments.

OUTCOME 2

Demonstrate knowledge and understanding of the elementary logic of sets and the role of Venn diagrams in analysing formulae and assessing validity.

Performance criteria

- (a) Present an accurate description of the logic of sets and the forms of argument which it may be used to analyse.
- (b) Present a detailed and accurate description of the use of Venn diagrams in analysing formulae and assessing validity.
- (c) Explain accurately the difference in form and material between the logic of sets and statement logic.

Evidence requirements

Evidence will be provided in the form of restricted responses and multiple-choice tests inclusive of all the performance criteria. These will demonstrate understanding of the logic of sets, forms of arguments, Venn diagrams and statement logic.

National Unit Specification: statement of standards (cont)

UNIT Logic II (Advanced Higher)

OUTCOME 3

Apply the principles of formal logic to analyse arguments in ordinary language.

Performance criteria

- (a) Assess whether particular arguments are better analysed in terms of statement logic or the logic of sets.
- (b) Use truth tables to assess the validity of argument-forms in statement logic, and use the basic rules of inference to construct and assess proofs in statement logic.
- (c) Use Venn diagrams to analyse the relation between predicates and to assess the validity of argument-forms in the logic of sets.

Evidence requirements

Evidence will be provided in the form of restricted responses and multiple-choice tests inclusive of all the performance criteria. These will demonstrate the ability to apply the principles of formal logic to analyse arguments in ordinary language.

National Unit Specification: support notes

UNIT Logic II (Advanced 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 develop candidates' abilities in identifying the features of valid and invalid arguments. It will involve the study of syllogisms and introduce candidates to the basics of propositional logic.

Outcome 1 is devoted to the logic of statements. Candidates must distinguish clearly between an argument put forward in support of a conclusion and a proof of the validity of that argument.

In Outcome 2 candidates should explain how the logic of sets incorporates and/or departs from traditional Aristotelian syllogisms. Candidates are required to compare and contrast the distinguishing features of the two logics. They can then proceed to apply this theoretical knowledge to arguments found in ordinary language.

In Outcome 3 candidates must recognise that some arguments may resist analysis in either form. When faced with an argument, candidates must either analyse it or explain why it resists analysis. Candidates should also use truth tables to assess the validity of the basic rules of inference used in constructing proofs in statement logic.

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 assessment instruments which encompass two or more learning outcomes. This allows for a more integrated approach to skills. Assessment will be by multiple-choice test and restricted responses, designed both to demonstrate the understanding of key concepts and the ability to use logical skills.

It is not necessary for a separate piece of assessment to be set for each performance criterion. The evidence can be gathered during and/or at the end of the unit. The evidence should be composed of assessments relating to each of the outcomes with equal weighting being given to each outcome.

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 Logic II (Advanced 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	Social Philosophy (Advanced Higher)
NUMBER	D427 13
COURSE	Philosophy (Advanced Higher)

SUMMARY

This unit seeks to develop knowledge and understanding, analysis and evaluation of central theories, concepts and issues in social philosophy.

OUTCOMES

- 1 Demonstrate knowledge and understanding of the problem or issue.
- 2 Analyse in a reasoned and structured manner one response to the problem or issue.
- 3 Evaluate in a reasoned and structured manner the response to the 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 Higher
- in Religious, Moral and Philosophical Studies at Higher
- in a social subject at an equivalent 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:	April 2000
Source:	Scottish Qualifications Authority
Version:	02

© Scottish Qualifications Authority 2000

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 Social Philosophy (Advanced Higher)

CREDIT VALUE

1 credit at Advanced Higher.

CORE SKILLS

Core skills for Advanced Higher remain subject to confirmation and details will be available at a later date.

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 Social Philosophy (Advanced 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 (a) theories of justice and (b) human or natural rights:

OUTCOME 1

Demonstrate knowledge and understanding of the problem or issue.

Performance criteria

- (a) Present a detailed description of the problem or issue.
- (b) Make relevant reference to appropriate sources.

OUTCOME 2

Analyse in a reasoned and structured manner one response to the problem or issue.

Performance criteria

- (a) Present a detailed account of the response.
- (b) Explain how the response can be seen as an attempt to deal with the problem or issue.

OUTCOME 3

Evaluate in a reasoned and structured manner the response to the problem or issue.

Performance criteria

- (a) Evaluate in a reasoned and structured manner the merits and deficiencies of the response.
- (b) Present a conclusion with supporting arguments.

Evidence requirements

Evidence for all outcomes will be provided in the form of an essay for each prescribed issue. Therefore two essays are required: one on justice and one on human or natural rights.

National Unit Specification: support notes

UNIT Social Philosophy (Advanced 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

Candidates will be introduced in this optional unit to some of the central areas and philosophical problems concerning social philosophy. These concerns are: the relationship between the state, society and the individual; the nature of authority. Candidates will analyse and assess arguments in social philosophy put forward by classic and contemporary political philosophers. Candidates will be expected to analyse abstract terms such as freedom, rights, justice, liberty and equality.

Candidates will study some theories of Justice (eg Plato, Rawls, Nozick).
They will study some Human Rights theories (eg Locke, Bentham, Marx).

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Concerning Justice, candidates will consider Plato's answer to the question: 'What is justice?' as presented in *The Republic*. They will examine Rawls's theory of justice where the emphasis is placed on 'fairness', the original position and the veil of ignorance. Candidates will look at Nozick's theory of justice born of his criticisms of Rawls.

Candidates must describe in detail the historical and philosophical background of the concept of human rights (eg John Locke), which underpins the American Declaration of Independence and the UN Declaration of Human Rights. Candidates should be aware of criticisms of this position, for example those of Jeremy Bentham and Karl Marx. Candidates must analyse the view that there are generically moral, inalienable, irrevocable rights held equally and universally by human beings. Candidates must select a particular right of their choice (eg the right to freedom of speech; the right to work; the right to life) and argue whether or not this right is absolute.

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 outcomes in the unit. A balance must be struck between the need for some targeted assessment of specific knowledge and skills and assessment instruments.

Responses of some length are required at this level. The evidence can be gathered during and/or at the end of the unit. The evidence should be composed of assessments relating to each of the outcomes with equal weighting being given to each outcome.

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 Social Philosophy (Advanced 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).