



Philosophy: Arguments in Action (Higher) Unit

SCQF: level 6 (6 SCQF credit points)

Unit code: H24J 76

Unit Outline

The general aim of this Unit is to develop learners' ability to think philosophically. Learners will develop knowledge, understanding and skills that they can apply to analyse and evaluate a range of philosophical and non-philosophical arguments.

Learners who complete this Unit will be able to:

- 1 Analyse arguments
- 2 Evaluate arguments

This Unit is a mandatory Unit of the Higher Philosophy Course and is also available as a free-standing Unit. The *Unit Specification* should be read in conjunction with the *Unit Support Notes*, which provide advice and guidance on delivery, assessment approaches and development of skills for learning, skills for life and skills for work. Exemplification of the standards in this Unit is given in *Unit Assessment Support*.

The *Course Assessment Specification* for the Higher Philosophy Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher Philosophy Course.

Recommended Entry

Entry to this Unit is at the discretion of the centre. However, learners would normally be expected to have attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and/or experience:

- ◆ National 5 Philosophy Course or relevant component Units
- ◆ National 5 Religious, Moral and Philosophical Studies Course or relevant component Units

Equality and inclusion

This *Unit Specification* has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. For further information please refer to the *Unit Support Notes*.

Standards

Outcomes and Assessment Standards

Outcome 1

The learner will:

- 1 Apply knowledge and understanding of arguments, by:**
 - 1.1 Explaining the difference between statements and arguments, with reference to an example
 - 1.2 Explaining the difference between deductive and inductive reasoning, with reference to an example
 - 1.3 Explaining a key philosophical technique, in depth and with reference to an example
 - 1.4 Explaining a philosophical fallacy, in depth and with reference to an example

Outcome 2

The learner will:

- 2. Evaluate arguments, by:**
 - 2.1 Analysing an argument from an issue or debate, in depth and with reference to a source
 - 2.2 Explaining a fallacy or philosophical technique in an argument from an issue or debate, in depth and with reference to a source
 - 2.3 Presenting an argument from an issue or debate using an argument diagram
 - 2.4 Expressing a reasoned and well-structured judgement on the success of an argument from an issue or debate

Evidence Requirements for the Unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

Arguments can be taken from philosophical or non-philosophical contexts.

Exemplification of assessment will be provided in *Unit Assessment Support*. Advice and guidance on possible approaches to assessment is provided in the *Unit Support Notes*.

Development of skills for learning, skills for life and skills for work

It is expected that learners will develop broad, generic skills through this Unit. The skills that learners will be expected to improve on and develop through the Unit are based on SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work* and are drawn from the main skills areas listed below. These must be built into the Unit where there are appropriate opportunities.

1 Literacy

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

5 Thinking skills

- 5.3 Applying
- 5.4 Analysing and evaluating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the Unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *Unit Support Notes*.

Administrative information

Published: April 2014 (version 2.0)

Superclass: DE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
2.0	Changes to both Outcomes and all Assessment Standards to provide: clearer level of demand; progression from hierarchical Unit at National 5; one new Outcome and associated Assessment Standards focusing on knowledge and understanding; one new Outcome and associated Assessment Standards focusing on skills of analysis and evaluation.	Qualifications Development Manager	April 2014

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Note: readers are advised to check SQA's website: www.sqa.org.uk to ensure they are using the most up-to-date version of the *Unit Specification*.

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