National Unit Specification: general information

UNIT   Moral Issues in Technology (Intermediate 2)

NUMBER   DF10 11

COURSE

SUMMARY

This Unit is intended to enable candidates to understand how technological developments in the 20th and 21st Century raise religious and moral issues in relation to the world of work and leisure, the environment and medicine. It is based on the Short Course of the same title.

The Unit aims to provide candidates with the opportunity to consider the effects of some developments in technology and recognise the religious and moral issues raised by these developments. The Unit encourages candidates to investigate and examine different religious and moral viewpoints on these issues and to develop the ability to express and justify their own opinions about them.

OUTCOMES

1   Demonstrate knowledge of developments in technology in the 20th and 21st century and explain advantages and disadvantages associated with their use.
2   Examine religious and moral viewpoints about issues arising from developments in technology.
3   Evaluate religious and moral issues arising from developments in technology

RECOMMENDED ENTRY

No formal entry requirements.

Administrative Information

National Unit Specification: general information (cont)

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

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

CORE SKILLS

There is no automatic certification of core skills or core skill components in this Unit.

Information on the automatic certification of any core skills in this Unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, publication code BA0906).

National Unit Specification: statement of standards

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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.

During the course of the Unit, the candidate must study a minimum of 3 issues, one from each of the categories of work and leisure, the environment and medicine. Evidence for summative assessment purposes will be based on one issue out of the 3 issues studied. Supplementary questioning by the tutor should be used to confirm knowledge and understanding of the other issues studied.

All evidence should be produced under controlled conditions.

OUTCOME 1
Demonstrate knowledge of developments in technology in the 20th and 21st century and explain advantages and disadvantages associated with their use.

Performance criteria
a)   List a variety of examples of developments in technology from the 20th and 21st century from each of the categories of work and leisure, the environment and medicine.
b)   Explain some of the advantages and disadvantages associated with the use of two examples of developments in technology from one of the categories of work and leisure, the environment and medicine.

Evidence requirements
Oral or written evidence.

PC (a) A minimum of ten examples of developments in technology for each of work and leisure, the environment and medicine.
PC (b) An extended response giving some advantages and disadvantages associated with the use of two examples of developments in technology from one of the categories of work and leisure, the environment and medicine.

OUTCOME 2
Examine religious and moral viewpoints about issues arising from developments in technology.

Performance criteria
a)   Examine one religious viewpoint on an issue arising from developments in technology.
b)   Examine two other moral viewpoints on an issue arising from developments in technology.

Evidence requirements
Oral or written evidence.

PCs (a) and (b) Evidence in the form of an extended response for one out of three issues. The extended response should explain one religious viewpoint and two other moral viewpoints, which may or may not be religious, arising from developments in technology from one of the categories of work and leisure, the environment and medicine.

National Unit Specification: statement of standards

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OUTCOME 3
Evaluate religious and moral issues arising from developments in technology.

Performance criteria
a)   Discuss both sides of a given religious or moral issue.
b)   Present a clear personal conclusion supported by at least two appropriate reasons.

Evidence requirements
PCs (a) and (b) Evidence in the form of an extended response for one religious or moral issue arising from developments in technology from one of the categories of work and leisure, the environment and medicine. The extended response should consist of comment on both sides of the issue and a clear personal conclusion supported by at least two appropriate reasons.

National Unit Specification: support notes

UNIT   Moral Issues in Technology (Intermediate 2)

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

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

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT
Developments in technology in the 20th and 21st Century and the religious and moral issues arising from them will be explored from the three categories of Work and Leisure, Environment and Medicine. This Unit offers an area of study which is both broad and varied and is by the nature of its content subject to change and new developments. There are no prescribed topics but candidates must study three issues, one from each category. Examples of topics and their related issues might be:

Work and Leisure — Use of the Internet; Sex and violence on TV; Data protection and privacy; Credit cards and debt.

The Environment — Genetic engineering of crops; Intensive farming and the treatment of animals; Cars and pollution; Nuclear power and its alternatives.

Medicine — Cosmetic surgery and the pursuit of the perfect body; Animal testing in medical research; Life support systems and the vegetative state; Human cloning.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT
Candidates must study three issues, one from each of the categories of Work and Leisure, Environment and Medicine.

A variety of teaching and learning methods should be employed to allow candidates to develop skills of gaining knowledge and understanding as well as analysis, evaluation, reasoning and investigating. Tutor input will vary but will constitute an essential part of the course. Group work can encourage interaction and the discussion of views and opinions between candidates.

In Outcome 1 candidates are required to make a short list of examples (at least 10) of developments in technology under each category of work and leisure, the environment and medicine. In addition they must identify some advantages and disadvantages associated with their use for two examples of developments in technology from each of the categories. For example:

Work and Leisure	*Environment*	*Medicine*
television	cars	the contraceptive Pill
the internet	driftnet fishing	plastic/cosmetic surgery
video games	plastic	embryo research

In Outcome 2 candidates are required to examine one religious and two other moral viewpoints, which may or may not be religious, on issues arising from developments in technology for each of the categories of work and leisure, the environment and medicine.

National Unit Specification: support notes (cont)

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In Outcome 3 candidates are required to evaluate religious and moral issues by being able to discuss both sides of the issues before presenting a clear personal conclusion supported by at least two appropriate reasons on each issue selected from each of the categories of work and leisure, the environment and medicine.

Though issues can be investigated as a class, the content of the Unit is so broad that candidates can be given the opportunity to choose some or all of the issues to be studied in depth. The Unit allows candidates to investigate issues individually, as part of a group or as a class, before undertaking Unit assessments.

To raise awareness about the particular issue the following approaches in learning and teaching could be used:
Teacher/lecturer exposition; paired/group/class discussion/conducting questionnaires and surveys; personal investigations;   use of TV/video resources; judicial use of internet; visiting speakers; posters/collages of newspaper and magazines.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT
Wherever possible assessment should be used judiciously and effectively to provide evidence of the achievement of all the Outcomes in this Unit. The evidence can be gathered during and/or at the end of the Unit and must be completed under controlled conditions, i.e. under supervision without collaboration and the assistance of notes or teacher /lecturer advice.   The evidence should be composed of assessments relating to each of the Outcomes with equal weighting being given to each Outcome. During the course of the Unit, the candidate must study a minimum of three issues, one from each of the categories of work and leisure, the environment and medicine. Evidence for summative assessment purposes will be based on one issue out of the three issues studied. Supplementary questioning should be used by the tutor to confirm knowledge and understanding of the other issues studied.

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 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 special alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, publication code AA0645).