

National Unit Specification: general information

UNIT	Morality in the Modern World (Intermediate 2)
CODE	DM3L 11
COURSE	Religious, Moral and Philosophical Studies (Intermediate 2)

SUMMARY

This Unit is designed to offer progression for candidates who have studied core *Religious and Moral Education*, the Intermediate 1 *Religious, Moral and Philosophical Studies* Course or Units, or Standard Grade *Religious Studies* at General level. Candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for differences of opinion on moral issues.

Candidates will develop knowledge and understanding of two specific contemporary moral issues and viewpoints on these issues which are guided by, or independent of religious belief. Important elements of the skills of analysis and evaluation are developed by comparing and contrasting these viewpoints. While investigating these issues candidates have frequent opportunities to reflect upon their own moral values and those of others. This Unit therefore makes a significant contribution to personal and social development.

Specific moral issues and viewpoints are studied in this Unit. However the knowledge and skills which are developed can be used to investigate a wide range of moral issues and viewpoints. This prepares candidates for a more detailed study of morality at Higher or in alternative courses in Further Education Institutions. It also prepares candidates for entry into the world of work where an awareness of moral concerns is desirable.

OUTCOMES

1. Demonstrate knowledge and understanding of contemporary moral issues
2. Compare and contrast viewpoints on contemporary moral issues
3. Justify conclusions about viewpoints on contemporary moral issues

Administrative Information

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National Unit Specification: general information (cont)

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RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have attained one of the following, or equivalent:

- ◆ Standard Grade Religious Studies at Grade 3 or 4
- ◆ Intermediate 1 Religious, Moral and Philosophical Studies Course
- ◆ a pass in an Intermediate 1 Unit
- ◆ a social subject at Intermediate 1

CREDIT VALUE

1 credit at Intermediate 2 SQA level (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 Skills Components in this Unit

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.

OUTCOME 1

Demonstrate knowledge and understanding of contemporary moral issues

Performance Criteria

- a) Describe specific contemporary moral issues
- b) Describe two different viewpoints on these issues which are guided by religious belief
- c) Describe one viewpoint on these issues which is independent of religious belief

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 2

Compare and contrast viewpoints on contemporary moral issues

Performance Criteria

- a) In relation to specific moral issues, describe similarities in viewpoints which are guided by religious belief and viewpoints which are independent of religious belief
- b) Describe differences between these viewpoints
- c) Explain the reasons for these similarities and differences

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

OUTCOME 3

Justify conclusions about viewpoints on contemporary moral issues

Performance Criteria

- a) In relation to specific moral issues, explain perceived strengths and weaknesses of viewpoints which are guided by religious belief
- b) In relation to these issues, explain perceived strengths and weaknesses of viewpoints which are independent of religious belief
- c) State opinions about which of these viewpoints offer the most appropriate response to these moral issues
- d) Give reasons to support the opinions stated

Evidence requirements

Please refer to *Evidence requirements for the Unit* at the end of the Statement of Standards.

National Unit Specification: statement of standards (cont)

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EVIDENCE REQUIREMENTS FOR THIS UNIT

Details of Content and Context for this Unit are provided in the Appendix at the end of this Unit.

To demonstrate satisfactory attainment of all the Outcomes and Performance Criteria candidates must produce written and/or recorded oral evidence in relation to **one** moral issue from the chosen area. The evidence should be in the form of a closed book, supervised test with a time limit of one hour.

The Unit should be assessed by a one-part test which contains a stimulus and 7-10 structured questions. The questions should sample across the mandatory content in relation to one specific moral issue. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 60% of the marks should be awarded for knowledge and understanding in line with Outcomes 1 and 2. The remaining 40% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

If re-assessment is required, it should sample across a different range of mandatory content.

The standard to be applied and the breadth of coverage are illustrated in the National Assessment Bank items available for this Unit. If a centre wishes to design its own assessments for this Unit they should be of a comparable standard.

National Unit Specification: support notes

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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

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for similarities and differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. Two different viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief are also studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area from a choice of five. Questions in Unit and Course assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the Unit in the chosen area. The areas of study, prescribed issues, mandatory content to be covered in relation to each issue and the acceptable range of viewpoints are outlined in the Appendix at the end of this Unit.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

The choice of area to be studied is a matter for the professional judgment of the teacher or lecturer in light of the resources available and the prior experience of candidates.

The different viewpoints which are guided by religious belief must be from the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. The two viewpoints chosen can be from **the same or two different** world religions. Summaries of the ideas found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate religious viewpoints on specific moral issues.

Viewpoints which are independent of religious belief should be those held by non-religious moral philosophers or internationally/nationally recognised organisations. Named organisations or philosophers are not prescribed. Centres are therefore free to select appropriate non-religious viewpoints in light of the resources available and the range of candidates studying the Course. A list of appropriate non-religious philosophers and organisations which are relevant to each issue appears below:

Area	Issue	Viewpoints Independent of Religious Belief
<i>1. Crime and Punishment</i>	1. The Purpose of Punishment	British Humanist Association briefings, Jonathan Glover, Immanuel Kant, John Stuart Mill, Peter Singer.
	2. Capital Punishment	British Humanist Association Briefings, Jonathan Glover, Immanuel Kant, John Stuart Mill, Thomas Sorrel.

National Unit Specification: support notes (cont)

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Area	Issue	Viewpoints Independent of Religious Belief
2. Gender	1. Gender Stereotyping	Beijing Platform for Action, British Humanist Association briefings, Independent Television Commission, J.S. Mill, UN 'Convention on Ending All forms of Discrimination Against Women' (CEDAW).
	2. Economic Issues	Beijing Platform for Action, British Humanist Association briefings, J.S. Mill, UN (CEDAW).
3. International Issues	1. Globalisation	Centre for the Development of Global Ethics (Birmingham University), British Humanist Association briefings, the World Bank, the World Trade Organisation, Thomas Hill, Peter Singer, Jonathan Wolff.
	2. International Aid	Oxfam, British Humanist Association briefings, David Crocker, Peter Singer, UN.
4. Medical Ethics	1. Genetic Engineering	British Humanist Association briefings, John Harris, Mary Warnock.
	2. Euthanasia	British Humanist Association briefings, Ronald Dworkin, Voluntary Euthanasia Society for Scotland, Mary Warnock, Jonathan Glover, Peter Singer.
5. War and Peace	1. Responses to War	British Humanist Association briefings, Jonathan Glover, Immanuel Kant, John Stuart Mill, Richard Norman.
	2. Modern Armaments	CND, British Humanist Association briefings, Richard Norman, Immanuel Kant, John Stuart Mill.

Candidates are not expected to have read specific texts or reports by religious leaders/organisations, individual philosophers, religious/non-religious writers or organisations. Summaries of viewpoints can be found in a range of textbooks on moral issues. The moral issues studied are contemporary in nature and new approaches and sub-issues will arise. The Internet, newspaper/magazine articles, television or radio discussion programmes and public debates will also provide a rich source of information.

All five areas can also be studied in the Intermediate 1 and Higher *Morality in the Modern World* Units. If a centre makes the judgement that either of these levels would be more appropriate for a particular candidate, the candidate can be assessed at that level. However, it should be noted that there are differences in the skills required and in the content at each level. Additional learning and teaching will be necessary if the candidate is assessed at Higher level. It should be noted that there is no Crime and Punishment option at Intermediate 1 and no International Issues at Higher.

If candidates have already studied the Intermediate 1 *Morality in the Modern World* Unit there will be significant opportunities to build on and develop the knowledge and skills they have already acquired. However, it may be advisable to choose a different area of study at Intermediate 2. This will help to maintain student motivation and interest. It will also allow candidates to develop their knowledge and skills in a different context.

When candidates study this Unit as part of the Intermediate 2 Course, there are significant opportunities to integrate knowledge and/or skills which are relevant to the two other Units they study.

National Unit Specification: support notes (cont)

UNIT Morality in the Modern World (Intermediate 2)

Knowledge and understanding of the moral values found in one world religion will already be familiar to candidates who have studied the *World Religion* Unit. If the same world religion is chosen to illustrate one or both religious viewpoints in this Unit there will be significant opportunities to integrate and develop knowledge and understanding. Additionally, the skills of analysis and evaluation are relevant to all three Units in the Course. By applying these skills in a variety of contexts candidates will have many opportunities to develop and refine them.

Guidance on setting the climate for effective learning and teaching, and a variety of classroom activities, can be found in the 'Approaches to Learning and Teaching' section of the Intermediate 2 Course Details.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

Details of the appropriate conditions for assessment of competence in this Unit are outlined in the 'Evidence Requirements for the Unit' in the Statement of Standards. Centres must make sure that all Unit assessment is carried out under the stated conditions.

The timing of assessment is at the discretion of the centre. However, candidates will develop their knowledge and skills during their study of all mandatory content. This would suggest that appropriate instruments of assessment may best be attempted as an 'end of Unit' test.

An appropriate instrument of assessment is a one-part test which contains a stimulus and 7-10 related questions. The questions should sample across the mandatory content in relation to one specific moral issue. The questions should allow the candidate to generate answers which demonstrate competence in all Outcomes and Performance Criteria. 60% of the marks should be awarded for knowledge and understanding in line with Outcomes 1 and 2. The remaining 40% of the marks available should be awarded for Analysis and Evaluation in line with Outcomes 2 and 3.

Unit assessment is holistic in nature. When reassessment is required individual candidates should therefore attempt a new instrument of assessment in its entirety to ensure that a different range of mandatory content is sampled.

Appropriate instruments of assessment and marking schemes are contained in the National Assessment Bank.

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*.

National Unit Specification: statement of standards: Appendix

UNIT Morality in the Modern World (Intermediate 2)

NB. This Appendix is within the statement of standards, ie. the mandatory requirements of the Unit

In this Unit candidates develop the knowledge and skills necessary to understand contemporary moral issues and some of the reasons for similarities and differences of opinion on moral issues. Knowledge and skills are developed by investigating two specific moral issues. Two different viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief are also studied.

There is a choice of area of study in this Unit. Candidates investigate two prescribed issues in one area of study from a choice of five. Questions in Unit and Course assessment will sample across the mandatory content in relation to each area of study. It is therefore of vital importance that candidates cover all mandatory aspects of the two issues in the area of study which is chosen.

For each issue, there is a question which provides a focus for study. The relevant aspects of each issue which should be covered are also prescribed. An outline of the areas of study, prescribed issues and details of all mandatory aspects of each issue can be found at the end of this Appendix. All candidates must study **both prescribed issues and all mandatory aspects in the chosen area**.

As already stated, candidates must study two different viewpoints which are guided by religious belief when investigating each issue. The viewpoints must be from one of the following major world religions: Buddhism, Christianity, Hinduism, Islam, Judaism or Sikhism. The two viewpoints chosen can be from **the same or two different** world religions. Summaries of the moral principles found in sacred texts, the writings of specific religious philosophers/leaders or the reports and findings of internationally/nationally recognised religious bodies should be used to illustrate religious viewpoints on specific moral issues.

Summaries of viewpoints which are independent of religious belief should be selected from those held by moral philosophers or found in the reports and findings of internationally/nationally recognised organisations. A list of appropriate philosophers and organisations which can be used to illustrate these viewpoints can be found in the Support Notes of this Unit Specification.

Named texts, organisations or philosophers are not prescribed. However, the viewpoints of private individuals are not acceptable.

The viewpoints selected are a matter for the professional judgement of teachers or lecturers in light of the resources available and the range of candidates studying the Unit. Candidates must demonstrate an understanding of the fact that there is a variety of reasons for similarities and differences in viewpoints on specific moral issues. Differences of viewpoint may be because one person belongs to a religious tradition while another has no religious beliefs. Others may hold similar religious beliefs but come to very different conclusions about a specific issue because they interpret the facts of the issue in different ways. Followers of two different religious traditions may share common values but have different reasons for sharing these values. Care must be taken to ensure that these points are fully illustrated when selecting appropriate viewpoints.

An outline of the areas of study, prescribed issues and mandatory content in relation to each issue appears below:

National Unit Specification: statement of standards: Appendix (cont)

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Area	Prescribed Issues	Mandatory Aspects
1. Crime and Punishment	1. <u>The Purpose of Punishment</u> : 'On what grounds can punishment be morally justified?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – the purpose of punishment (reformation, retribution, deterrence and protection), the range of sentences applied in the UK (fines, community service and imprisonment). pros and cons – the perceived benefits and drawbacks of different forms of punishment; moral implications.
	2. <u>Capital Punishment</u> : 'Is capital punishment morally justifiable?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – historic and contemporary use of Capital Punishment in UK and world-wide (including overview of the cases of Timothy Evans and Ruth Ellis), methods of execution, UN declarations. pros and cons – perceived benefits and drawbacks of Capital Punishment; moral implications.
2. Gender	1. <u>Gender Stereotyping</u> : 'Is the stereotyping of male and female roles morally justifiable?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – historic and contemporary male and female roles in the family, work and religious community (including media stereotypes); UK law in relation to equal opportunities, Equal Opportunities Commission guidelines. pros and cons - perceived advantages and disadvantages of separate gender roles; moral implications.
	2. <u>Economic Issues</u> : 'Will economic equality between the sexes lead to a more just society?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – historic and contemporary economic relationships between men and women, UK law on equal pay, Equal Opportunities Commission guidelines, UN declarations. pros and cons - perceived advantages and disadvantages of changing economic relationships; moral implications.

National Unit Specification: statement of standards: Appendix (cont)

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Area	Prescribed Issues	Mandatory Content
3. International Issues	1. <u>Globalisation</u> : 'Is the process of globalisation morally justifiable?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – globalisation and its influence on international trade and the environment, government policy. pros and cons - perceived advantages and disadvantages of different forms of globalisation; moral implications.
	2. <u>International Aid</u> : 'Is International aid an appropriate moral response to world poverty'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts - types of international aid (food, medicine, expertise and armaments), government policy. the pros and cons - perceived advantages and disadvantages of different forms of aid; moral implications.
4. Medical Ethics	1. <u>Genetic Engineering</u> : 'Can any forms of human genetic engineering be morally justified?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – three types of human genetic engineering; therapeutic and reproductive cloning; the use of human embryos, UK law, HFEA guidelines. pros and cons - perceived advantages and dangers associated with different forms of genetic engineering; moral implications.
	2. <u>Euthanasia</u> : 'Can any forms of euthanasia be morally justified?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – voluntary and involuntary euthanasia (circumstances and reasons), UK law and law in The Netherlands, BMA guidelines. pros and cons - perceived benefits and dangers of voluntary and involuntary euthanasia; moral implications.
5. War and Peace	1. <u>Responses to War</u> : 'Is war ever morally justifiable?'	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – the reasons for, and effects of, war, responses to aggression (attack defence, negotiation), historic and contemporary examples of pacifism (including conscientious objection). UN Charter and Conventions. pros and cons - perceived advantages and dangers associated with different responses to war; moral implications.

National Unit Specification: statement of standards: Appendix (cont)

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Area	Prescribed Issues	Mandatory Content
<i>War and Peace (cont'd)</i>	2. Modern Armaments: <i>'Can the use of any types of modern armaments be morally justified?'</i>	the viewpoints – two viewpoints which are guided by religious belief and one viewpoint which is independent of religious belief. the facts – types and effects of modern armaments ('smart' missiles, chemical, biological and nuclear weapons (WMD)), International Conventions. pros and cons - perceived benefits and dangers associated with using and possessing different types of armaments; moral implications.