

Comparison document

(Version 2.0 April 2016 compared to previous version)

Philosophy: Arguments in Action (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: H24J 75

The purpose of this document is to give a quick, visual guide to any amendments or clarifications made during the revision process.

Unit outline

The general aim of this Unit is to develop learners' ability to think philosophically. Learners will acquire a basic set of thinking and philosophical skills and techniques that they can apply to analyse and evaluate a range of everyday and philosophical arguments, drawing from a variety of contexts.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge and understanding of arguments
- ~~1 Analyse arguments~~
- 2 ~~Evaluate the reliability of~~ Analyse arguments

This Unit is a mandatory Unit of the National 5 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 National 5 Philosophy Course gives further mandatory information on Course coverage for learners taking this Unit as part of the National 5 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 4 People and Society Course or relevant component Units
- ◆ National 4 Religious, Moral and Philosophical Studies Course

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 ~~Analyse~~ Demonstrate knowledge and understanding of arguments by:

1.1 ~~Describing~~ Giving an example of an argument ~~used in an issue or debate~~

1.2 Distinguishing the conclusion from the premises of the argument

~~1.3 Identifying any hidden premises~~

~~1.4 Presenting the argument in standard form~~

Outcome 2

The learner will:

2 ~~Evaluate the reliability of~~ Analyse arguments by:

~~2.1 Explaining whether the premises of an argument are reasonable~~

~~2.1~~ Identifying any a fallacies fallacy in an argument

2.2 Explaining whether an argument is valid or invalid

~~2.3 Evaluating whether the premises are enough to reliably draw the conclusion~~

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 drawn from philosophical or non-philosophical contexts.

Reasonable: This term is used because learners need general knowledge to make pronouncements about truth or falsity of premises. 'Reasonable' allows for premises to be evaluated as true or open for discussion. This type of analysis is the beginning of philosophical technique.

Exemplification of assessment is 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: ~~June-April 2013-2016~~ (version ~~1.4~~2.0)

Superclass: DE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
1.1	Unit outline amended. Definition for 'reasonable' added to Evidence Requirements.	Qualifications Development Manager	June 2013
<u>2.0</u>	<u>Outcomes and Assessment Standards amended to provide clarification and reduce duplication in assessment; Assessment Standards 1.3, 1.4 and 2.3 deleted.</u>	<u>Qualifications Manager</u>	<u>April 2016</u>

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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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