

Comparison document

(Version 2.0 April 2016 compared to previous version)

Philosophy: Knowledge and Doubt (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: H24K 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 equip learners with the knowledge and skills necessary to understand and discuss theories of knowledge. Learners will investigate reasons for scepticism in philosophy, with reference to different sources. Learners will actively explore problems associated with theories of knowledge, and will use thinking skills to evaluate theories and express opinions with supporting reasons.

Learners who complete this Unit will be able to:

- 1 Demonstrate knowledge and understanding of epistemology~~Explain reasons for scepticism in philosophy~~
- 2 Evaluate rationalist or empiricist arguments~~Evaluate theories of knowledge~~

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 ~~Explain~~ **Demonstrate knowledge and understanding of epistemology reasons for scepticism in philosophy** by:
 - 1.1 Describing a philosophical definition of knowledge
 - 1.2 Explaining a problem identified by scepticisms in relying on sense experience
 - 1.3 Explaining problems in relying on reason rationalism or empiricism

Outcome 2

The learner will:

- 2 **Evaluate rationalist or empiricist arguments ~~theories of knowledge~~** by:
 - 2.1 ~~Explaining a rationalist view and an empiricist view~~
 - 2.2 ~~Expressing~~ **Describing a strength and a weakness of either an opinion on rationalism and or empiricism views with supporting reasons, and with reference to sources**

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.

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 ~~1.1~~2.0)

Superclass: DE

History of changes

Version	Description of change	Authorised by	Date
1.1	Wording amended for clarification in Assessment Standard 1.1.	Qualifications Development Manager	June 2013
<u>2.0</u>	<u>Outcome 1, Outcome 2 and Assessment Standards 1.2, 1.3, and 2.1 amended, and Assessment Standard 2.2 deleted to provide clarification and reduce duplication in assessment.</u>	<u>Qualifications Manager</u>	<u>April 2016</u>

This specification 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 can be downloaded from SQA's website at www.sqa.org.uk.

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.

© Scottish Qualifications Authority ~~2013~~2016