

Comparison document

(Version 2.0 April 2016 compared to previous version)

Philosophy: Moral Philosophy (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: H24M 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 thinking skills necessary to examine and understand specific philosophical issues in moral philosophy. Learners will be introduced to different moral theories and philosophers to help explain different moral positions in relation to real-life situations. Learners will explore how different theories can be applied to moral issues. Learners will develop and communicate their own informed opinions about the theories explored, and support these with reasons

Learners who complete this Unit will be able to:

- 1 **Demonstrate knowledge and understanding of moral theories** ~~Explain moral theories~~
- 2 Evaluate moral theories

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 moral theories by:
 - 1.1 Describing the main features of a moral theory, ~~making reference to appropriate philosophers~~
 - 1.2 ~~Applying~~ Describing how a moralthe theory ~~to specific~~might respond to a specific situation or issue moral issues

Outcome 2

The learner will:

- 2 **Evaluate moral theories by:**
 - 2.1 Describing the strengths and weaknesses of a moral theory
 - 2.2 Expressing an supported opinion on the a moral theory ~~with supporting reasons~~

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: April ~~2012-2016~~ (version ~~1~~.0)

Superclass: DE

History of changes to National Unit Specification

Version	Description of change	Authorised by	Date
<u>2.0</u>	<u>Outcome 1 and Assessment Standards 1.1, 1.2 and 2.2 amended to provide clarification and reduce duplication in assessment.</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.