



## **Philosophy (National 5)**

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### **Draft National Course Assessment Specification**

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This edition: November 2011, draft version 1.0

Please refer to the note of changes at the end of this Course Specification for details of changes from previous version (where applicable).

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# Course outline

<b>Course title:</b>	Philosophy (National 5)
<b>SCQF level:</b>	5 (24 SCQF credit points)
<b>Course code:</b>	to be advised
<b>Course assessment code:</b>	to be advised

The purpose of the Course Assessment Specification is to ensure consistent and transparent assessment year on year. It describes the structure of the Course assessment and the mandatory skills, knowledge and understanding that will be assessed.

## Course assessment structure

Component 1 — question paper	60 marks
Component 2 — assignment	20 marks
<b>Total marks</b>	<b>80 marks</b>

This Course includes six SCQF credit points for 40 additional programmed hours to allow preparation for Course assessment. The Course assessment covers the added value of the Course.

## Equality and inclusion

This Course Assessment Specification has been designed to ensure that there are no unnecessary barriers to assessment. Assessments have been designed to promote equal opportunities while maintaining the integrity of the qualification.

For guidance on assessment arrangements for disabled learners and/or those with additional support needs, please follow the link to the Assessment Arrangements web page: [www.sqa.org.uk/sqa/14977.html](http://www.sqa.org.uk/sqa/14977.html)

Guidance on inclusive approaches to delivery and assessment of this Course will be provided in the *Course Support Notes*.

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# Assessment

To gain the award of the Course, the learner must pass all the Units as well as the Course assessment. Course assessment will provide the basis for grading attainment in the Course award.

## Course assessment

SQA will produce and give instructions for the production and conduct of Course assessments based on the information provided in this document.

## Added value

The purpose of the Course assessment is to assess added value of the Course as well as confirming attainment in the Course and providing a grade. The added value for the Course will address the key purposes and aims of the Course as defined in the Course Rationale. It will do this by addressing one or more of breadth, challenge, or application.

In this Course assessment, added value will focus on the following:

- ◆ breadth — drawing on knowledge and skills from across the Course
- ◆ application — requiring application of knowledge and/or skills in practical or theoretical contexts as appropriate

The added value consists of:

- ◆ breadth and application in a question paper, requiring learners to integrate and apply their knowledge and understanding of philosophical concepts and theories from Course Units, to interpret and respond to unseen questions
- ◆ breadth and application in an assignment, requiring learners to integrate and apply skills and knowledge from across the Units in the Course. Learners will use their command of basic philosophical skills to give a reasoned view on a philosophical question

## Grading

Course assessment will provide the basis for grading attainment in the Course award.

The Course assessment is graded A–D. The grade is determined on the basis of the total mark for all Course assessments together.

A learner's overall grade will be determined by their performance across the Course assessment.

### Grade description for C

For the award of Grade C, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated successful performance in relation to the mandatory skills, knowledge and understanding for the Course.

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**Grade description for A**

For the award of Grade A, learners will have demonstrated successful performance in all of the Units of the Course. In the Course assessment, learners will typically have demonstrated a consistently high level of performance in relation to the mandatory skills, knowledge and understanding for the Course.

**Credit**

To take account of the extended range of learning and teaching approaches, remediation, consolidation of learning and integration needed for preparation for external assessment, six SCQF credit points are available in Courses at National 5 and Higher, and eight SCQF credit points in Courses at Advanced Higher. These points will be awarded when a grade D or better is achieved.

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## Structure and coverage of the Course assessment

The Course assessment will consist of two Components: a question paper and an assignment.

### Component 1 — question paper

The purpose of this question paper is to sample philosophical knowledge and understanding from Course Units. Learners will integrate and apply knowledge and understanding to respond to questions.

This question paper will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ knowing, understanding and being able to clearly explain basic philosophical positions and theories
- ◆ discussing and debating philosophical positions
- ◆ evaluating philosophical positions, at a basic level
- ◆ identifying assumptions at a basic level
- ◆ recognising reasoning and common fallacies used in arguments
- ◆ knowing and understanding the structure of simple arguments
- ◆ applying basic concepts from critical thinking and philosophy to analyse and evaluate simple arguments

This question paper will have 60 marks (75% of the total mark). It consists of restricted response and scenario-based/stimulus material questions

This question paper will use restricted and extended response questions.

### Component 2 — assignment

The purpose of this assignment is to use knowledge and understanding and basic philosophical skills to give a reasoned view on a philosophical question.

This assignment will give learners an opportunity to demonstrate the following skills, knowledge and understanding:

- ◆ applying philosophical techniques to evaluate theories at a basic level
- ◆ communicating informed views on philosophical questions with reference to appropriate texts

This assignment will have 20 marks (25% of the total mark).

The marks for this assignment will be awarded for:

- ◆ selecting a philosophical question for investigation and giving reasons for this choice
- ◆ selecting relevant sources to explain a philosophical question
- ◆ analysing, at a basic level, the evidence relating to the philosophical question
- ◆ evaluating, at a basic level, the evidence relating to the philosophical question
- ◆ presenting an informed view on the philosophical question, with reference to appropriate texts and sources

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**Selecting a philosophical question for investigation and giving reasons for this choice**

Reasons should include an explanation for the learner's interest in this topic, from a philosophical point of view.

**Selecting relevant sources to explain a philosophical question**

The teacher or lecturer will provide a range of sources for learners to select from, or will direct learners to suitable sources. This could include, but is not limited to, textbooks and web-based resources. Learners should draw on information from a minimum of three sources and make notes to be used in the final write up. Learners will be required to provide references for each of the sources used. It is not intended that these should be full academic references but should include the author, title and date of publication of the information. In the case of internet sources, the web reference and the date the information was accessed should be included. Notes and references must be submitted with the completed assignment.

**Analysing, at a basic level, the evidence relating to the philosophical question**

This will require learners to analyse their findings and synthesise information at a basic level.

**Evaluating, at a basic level, the evidence relating to the philosophical question**

This will require learners to evaluate their findings and make a judgement about the philosophical evidence they have found for the topic.

**Presenting an informed view on the philosophical question, with reference to appropriate texts and sources**

Physical evidence of the completed assignment, for example in paper or digital formats, will be retained as assessment evidence.

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## **Setting, conducting and marking of assessment**

### **Question paper**

This question paper will be set and marked by SQA, and conducted in centres under conditions specified for external examinations by SQA. Learners will complete this in 1 hour and 30 minutes.

### **Controlled assessment — assignment**

This assignment is:

- ◆ set by centres within SQA guidelines
- ◆ conducted under some supervision and control

Evidence will be internally marked by centre staff in line with SQA marking instructions.

All marking will be quality assured by SQA.

A bank of assignment questions will be provided and there will be a choice from this bank.

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## **Further mandatory information on Course coverage**

The following gives details of mandatory skills, knowledge and understanding for the Philosophy (National 5) Course. Course assessment will involve sampling the skills, knowledge and understanding. This list of skills, knowledge and understanding also provides the basis for the assessment of Units of the Course.

### **Mandatory skills, knowledge and understanding: outline of what the learner has to know, understand and be able to do**

#### ***Philosophy: Arguments in Action Unit***

Learners will be required to identify arguments from a variety of material.

Learners will be required to describe the argument in their own words, identify the significant statements in the argument and use appropriate terminology to describe how the argument works.

Learners will be required to know and understand the terms: statement; argument; premise; conclusion.

Learners will be required to:

- ◆ distinguish statements from questions and commands and exclamations
- ◆ distinguish statements from arguments
- ◆ identify premises in an argument
- ◆ identify conclusions in an argument
- ◆ describe how conclusions are arrived at in terms of reasoning

Learners will be able to provide a basic assessment of how reliable a given argument is using appropriate terminology.

Learners will be required to know and understand the terms: true and false; validity; soundness. Learners will be expected to recognise and generate examples of arguments to show understanding of these terms.

Learners will be able to recognise and generate examples of common fallacies including the following: attacking the person, false dilemmas, illegitimate appeal to authority, and slippery slope.

#### ***Philosophy: The Nature of Knowledge Unit***

Learners will be required to define scepticism and explain reasons that philosophers have given for adopting a sceptical stance.

Learners will know and understand the terms: knowledge; belief; certainty; scepticism.

Learners will be required to explain reasons for scepticism including:

- ◆ the reliability of the senses
- ◆ the dreaming argument
- ◆ the brain in a vat argument

Learners will be able to explain and evaluate two contrasting theories of knowledge looking at rationalism and empiricism.

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Learners will be required to define, know and understand the terms: empiricism; rationalism; a priori and a posteriori; innate ideas; and tabula rasa.

Learners will be required to illustrate rationalist and empiricist approaches with reference to:

- ◆ Descartes' *Meditation I* and *The Cogito Meditation II*
- ◆ Hume's *Enquiry*, section 2, perceptions; impressions and ideas

**Philosophy: Moral Philosophy Unit**

Learners will know and understand two moral theories; one of which will be utilitarianism.

Learners will be able to:

- ◆ describe the main features of two moral theories
- ◆ illustrate key concepts with reference to examples
- ◆ describe how they apply to specific moral issues
- ◆ evaluate the strengths and weaknesses of two moral theories
- ◆ express an opinion on the two moral theories with supporting reasons

Learners will recognise and be able to give a brief description of the terms: consequentialist; deontological; utilitarianism; act and rule kantianism; greatest happiness principle; and categorical imperative.

Learners will know, understand and be able to explain the terms: moral intuitions; conflict of duties; evil pleasures; tyranny of the majority; thought experiment; and motives.

Learners will be required to refer to appropriate sources including a choice of two from any of the following: Immanuel Kant; John Stuart Mill; Onora O'Neill; and Peter Singer.

# Administrative information

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**Published:** November 2011 (draft version 1.0)

**Superclass:** to be advised

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## History of changes

Course details	Version	Description of change	Authorised by	Date

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Note: You are advised to check SQA's website ([www.sqa.org.uk](http://www.sqa.org.uk)) to ensure you are using the most up-to-date version of the Course Specification.