

Draft National Unit Specification



Unit title: Philosophy: Arguments in Action (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit Outline

The general aim of this Unit is to develop the learner's ability to think philosophically. Learners will acquire a set of philosophical and argument evaluation skills which they can use to analyse and evaluate a range of everyday and philosophical arguments.

Learners who complete this Unit will be able to:

- 1 Analyse an everyday or philosophical argument in detail
- 2 Evaluate the reliability of an everyday or philosophical argument

This Unit is a mandatory Unit of the Higher 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 provides 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 the *National Assessment Resource*.

The Course Assessment Specification for the Higher Philosophy Course gives further mandatory information on Course coverage for learners taking this Unit as part of the Higher 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:

- ◆ Philosophy: Arguments in Action (National 5) Unit

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*.

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Standards

Outcomes and assessment standards

Outcome 1

The learner will:

- 1 Analyse an everyday or philosophical argument in detail by:**
 - 1.1 Distinguishing the relevant component propositions of an argument used in an issue or debate
 - 1.2 Describing aspects of the argument using appropriate philosophical ideas and terminology
 - 1.3 Correctly describing or diagramming the structure of the argument

Outcome 2

The learner will:

- 2 Evaluate the reliability of an everyday or philosophical argument by:**
 - 2.1 Explaining whether the premises are reasonable
 - 2.2 Determining, with supporting reasons, whether the premises are enough to reliably draw the conclusion/s
 - 2.3 Identifying any common errors in reasoning
 - 2.4 Identifying any hidden premises that have not been made explicit in the argument
 - 2.5 Evaluating the impact of the hidden premises on the reliability of the argument

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 will be provided in the *National Assessment Resource*. 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

(Note: The information given below reflects the initial thinking on significant opportunities for development of skills for learning, skills for life and skills for work. These may be subject to change as the development process progresses.)

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 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 of 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



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Superclass: to be advised

History of changes

Version	Description of change	Authorised by	Date

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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.