

Draft National Unit Specification



Unit title: Philosophy: The Nature of Knowledge (Higher)

SCQF: level 6 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The aim of this Unit is to equip the learner with the knowledge and skills necessary to examine, understand and discuss theories of knowledge. Learners will investigate different theories to achieve an understanding of rationalist and empiricist perspectives, and problems posed by scepticism. Learners will use a range of sources and select texts for analysis to critically evaluate philosophical responses to epistemological issues.

Learners who complete this Unit will be able to:

- 1 Explain rationalist and empiricist responses to scepticism
- 2 Present a rationalist or an empiricist view with reference to appropriate texts

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 (National 5 Course) or relevant component Units
- ◆ Religious, Moral and Philosophical Studies (National 5 Course) or relevant component Units

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 **Explain rationalist and empiricist responses to scepticism by:**
 - 1.1 Describing key concepts of rationalism and empiricism
 - 1.2 Explaining problems posed by scepticism with reference to a range of sources
 - 1.3 Interpreting a range of sources that exemplify rationalist and empiricist perspectives

Outcome 2

The learner will:

- 2 **Present a rationalist or an empiricist view with reference to appropriate texts by:**
 - 2.1 Analysing a text to explain a rationalist or empiricist perspective
 - 2.2 Evaluating a rationalist or an empiricist response to an epistemological issue

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.

Learners should refer to a range of sources for Outcome 1 and analyse one text for Outcome 2.

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

3 Health and wellbeing

- 3.5 Relationships

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.