

Draft National Unit Specification



Unit title: Philosophy: Moral Philosophy (National 5)

SCQF: level 5 (6 SCQF credit points)

Unit code: to be advised

Unit outline

The general aim of this Unit is to equip the learner with the knowledge and skills necessary to examine, understand and debate specific philosophical issues in moral philosophy. Learners will use critical thinking skills and key moral philosophers to identify and explain different moral positions in relation to real-life situations. This will be achieved by introducing learners to different moral theories and exploring how these theories can be applied to moral issues. Learners will develop their own opinions about the theories explored.

Learners who complete this Unit will be able to:

- 1 Describe two moral theories, making reference to appropriate philosophers
- 2 Evaluate two moral theories

This Unit is a mandatory Unit of the Philosophy (National 5) 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*.

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:

- ◆ People and Society¹ (National 4) Course or relevant component Units
- ◆ Religious Moral and Philosophical Studies (National 4) Course

In terms of prior learning and experience, relevant experiences and outcomes may also provide an appropriate basis for doing this Unit. Further information on relevant experiences and outcomes will be given in the *Unit Support Notes*.

¹ This is a new development. The title of the new Course is still being considered.

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 Describe two moral theories, making reference to appropriate philosophers, by:

- 1.1 Describing the main features of these moral theories
- 1.2 Describing how they apply to specific moral issues

Outcome 2

The learner will:

2 Evaluate two moral theories by:

- 2.1 Evaluating the strengths and weaknesses of these theories
- 2.3 Expressing an opinion on the two moral theories 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.

For this Unit, the learner will be required to provide evidence of the ability to give a straightforward description and evaluation of two normative moral theories.

The learning Outcomes and Assessment Standards require learners to apply basic knowledge and understanding of two normative moral theories. However, it is expected that good quality teaching will normally cover a wider range than the minimum required to pass the Unit assessment.

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

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.