

## National Unit Specification: general information

<b>UNIT</b>	Making Moral Decisions (Intermediate 2)
<b>NUMBER</b>	D408 11
<b>COURSE</b>	Religious, Moral and Philosophical Studies (Intermediate 2)

### SUMMARY

The unit seeks to develop understanding of how certain moral stances influence the making of moral decisions, and to allow candidates to make judgements and draw conclusions

### OUTCOMES

- 1 Demonstrate understanding of moral stances.
- 2 Analyse moral issues.
- 3 Evaluate moral issues.

### RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have completed a course or units where appropriate:

- in Religious Studies Standard Grade at General level
- in Religious, Moral and Philosophical Studies at Intermediate 1 level
- in a Short Course in Religious and Moral Education with evident potential at this level
- in a social subject at an equivalent level

The unit will be available to more mature candidates who have an interest in the subject matter and can demonstrate appropriate ability at this level.

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### Administrative Information

<b>Superclass:</b>	DE
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## **National Unit Specification: general information (cont)**

**UNIT**        Making Moral Decisions (Intermediate 2)

### **CREDIT VALUE**

1 credit at Intermediate 2.

### **CORE SKILLS**

This unit gives automatic certification of the following:

<b>Complete core skills for the unit</b>	None
<b>Core skills components for the unit</b>	Critical Thinking   Int 2

Additional information about core skills is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

## **National Unit Specification: statement of standards**

### **UNIT        Making Moral Decisions (Intermediate 2)**

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

#### **OUTCOME 1**

Demonstrate understanding of moral stances.

##### **Performance criteria**

- (a) Describe three moral stances.
- (b) Explain the importance of moral stances in moral decision making.

##### **Evidence requirements**

PCs (a) and (b): evidence in the form of one extended response which describes each of the three moral stances and explains their importance in a general way.

#### **OUTCOME 2**

Analyse moral issues.

##### **Performance criteria**

- (a) For the selected issue, outline a moral viewpoint for each stance.
- (b) Explain how each viewpoint relates to its stance.

##### **Evidence requirements**

PCs (a) and (b): evidence in the form of one extended response for one out of three issues. The extended response should outline three viewpoints on an issue and explain how they relate to their moral stances.

#### **OUTCOME 3**

Evaluate moral issues

##### **Performance criteria**

- (a) Discuss both sides of a given issue.
- (b) Present a clear personal conclusion supported by at least two appropriate reasons.

##### **Evidence requirements**

PCs (a) and (b): evidence in the form of one extended response for one out of three issues. The extended response will consist of comment on both sides of the issue and a clear personal conclusion supported by at least two appropriate reasons.

## **National Unit Specification: support notes**

### **UNIT        Making Moral Decisions (Intermediate 2)**

This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

#### **GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT**

In this unit there is a choice of an area of study from the following:

- Medical Ethics
- Human Relationships
- Human Rights
- War and Peace
- Gender
- Ecology and Environment

##### Medical Ethics

- beginning of life: treatment of embryos; prolongation of life: life-support machines, organ transplants; ending of life: voluntary euthanasia

##### Human Relationships

- marriage/alternatives to marriage; divorce; sexual behaviour

##### Human Rights

- capital punishment; racial prejudice; freedom of speech

##### War and Peace

- non-violence and pacifism; just war; control and proliferation of nuclear weapons

##### Gender

- opportunity at work (including Christian ministry); dependence and independence; violence against women

##### Ecology and Environment

- depletion of resources; pollution; treatment of animals

For the selected area of study, the relevant moral stances to be covered are:

- religious authority (“I’ll do what my religion tells me”)
- egoism (“I’ll do what’s in my own best interest”)
- utilitarianism (“I’ll do what produces the greatest good for the greatest number”)

## **National Unit Specification: support notes (cont)**

### **UNIT        Making Moral Decisions (Intermediate 2)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

In this unit candidates will be required to study all of the moral issues contained within the selected area of study, eg within Gender, it will be necessary to cover opportunity at work, dependence and independence, and violence against women. The selection of **one** area of study is entirely a matter for negotiation with candidates. It should be noted, however, that areas one to three interface well with Intermediate 1 level, while areas four to six interface well with Higher level.

To achieve Outcome 1 candidates must be able to describe the three stances of religious authority, egoism and utilitarianism and explain briefly the general importance of moral stances in moral decision making.

In Outcome 2, the analysis requires candidates, for one selected issue, to outline moral viewpoints based on the three stances and to explain how each of the viewpoints relates to one of the stances

To achieve the final outcome, candidates are required to discuss both sides of a given issue and reach a conclusion supported by at least two appropriate reasons. The conclusion should be clear and unambiguous.

#### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

Wherever possible, assessment should be used judiciously and efficiently to provide evidence of the achievement of all the learning outcomes in the units and, where appropriate to contribute to course assessment. The evidence can be gathered during and/or at the end of the unit and must be completed under controlled conditions, ie under supervision without collaboration and the assistance of notes or teacher/lecturer advice. The evidence should be composed of assessments relating to each of the outcomes with equal weighting being given to each outcome. The evidence should be based on one out of the three issues within the chosen area of study.

The marking scheme should reflect the standard embodied in the performance criteria. This will allow the evidence to be considered as a whole. The level of attainment required for successful completion of the unit should represent satisfactory attainment of all the performance criteria.

#### **SPECIAL NEEDS**

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).