

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
24 Douglas Street
GLASGOW G2 7NQ**

NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number-	7176021	-Session-1991-92
-Superclass-	DE	

-Title-	PHILOSOPHY AND KNOWLEDGE
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-DESCRIPTION-

Purpose	A student completing this module will have been introduced to some of the major philosophical problems in human knowledge. This module will prepare students for the Practical Investigation in Philosophy.
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This module has been designed as part of a series of modules at different levels of demand which accredit competence in Philosophy. The series was designed to facilitate entry to Higher Education. However, the modules in the series may be used in their own right with senior school pupils, adult returners and those whose employment requires them to develop reasoning and thinking skills. Philosophy modules are also useful in adding breadth and ensuring balance in modular programmes.

Preferred Entry Level	Students may benefit from the study of 7176011: Introduction to Philosophy. A level of communication skills such as is required by 7110041: Communication 3 is also desirable.
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Outcomes	The student should: <ol style="list-style-type: none">1. demonstrate an understanding of the main issues in the Theory of Knowledge;2. assess, critically, an argument in the Theory of Knowledge;3. present and defend an epistemological argument.
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Assessment Procedures	Acceptable performance in the module will be satisfactory achievement of all the Performance Criteria specified for each Outcome.
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The following abbreviations are used below:

PC Performance Criteria
IA Instrument of Assessment

Note: The Outcomes and PCs are mandatory and cannot be altered. The IA may be altered by arrangement with SQA. (Where a range of performance is indicated, this should be regarded as an extension of the PCs and is therefore mandatory).

OUTCOME 1 DEMONSTRATE AN UNDERSTANDING OF THE MAIN ISSUES IN THE THEORY OF KNOWLEDGE

- PCs
- (a) The identification of the sources of issues is accurate.
 - (b) A distinction is made between the philosophical and non-philosophical aspects of the issues.
 - (c) A knowledge of some of the main positions on issues is demonstrated.

IA Restricted Response

The student will be tested on his/her ability to identify and discuss some of the main issues in the Theory of Knowledge, indicating why these issues arise and why they create specifically philosophical problems. The student should also be able to indicate some of the main positions taken on these issues.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly.

OUTCOME 2 ASSESS, CRITICALLY, AN ARGUMENT IN THE THEORY OF KNOWLEDGE

- PCs
- (a) An original argument from a philosopher or a philosophical text is stated accurately.
 - (b) The analysis of the argument states its function, the premises of the argument and the conclusion of the argument.
 - (c) The validity of the argument is assessed.

IA Extended Response

The student will be tested on his/her ability to assess, critically, an argument in the Theory of Knowledge. Critical assessment will have to satisfy all Performance Criteria.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly.

OUTCOME 3 PRESENT AND DEFEND AN EPISTEMOLOGICAL ARGUMENT

- PCs (a) The presentation is made in a clear and persuasive way.
 (b) The ability to construct a rational argument is demonstrated.
 (c) A conclusion is reached and defended.

IA Extended Response

The student will be tested on his/her ability to present and defend an epistemological argument. The argument should be a different argument from that discussed under Outcome 2. The student's response should be of appropriate length to cover all the Performance Criteria.

Satisfactory performance will be that the student achieves all the Performance Criteria correctly.

**The follow sections of the descriptor are offered as guidance.
They are not mandatory.**

CONTENT/CONTEXT

Corresponding to Outcomes 1-3:

Students should be introduced to some of the central philosophical problems concerning knowledge, such as:

- (i) the definition of knowledge as justified true belief;
- (ii) the notion of justification or adequate evidence;
- (iii) the sceptical challenge;
- (iv) the distinction between knowledge and well-grounded belief;
- (v) the differences between different sorts of knowledge, eg. knowledge in the natural and in the social sciences, in history and in religion and morality;
- (vi) the question of possible limits to what can be known.

SUGGESTED LEARNING AND TEACHING APPROACHES

This module should be student-centred and related to the student's acquaintance with different types of knowledge. Texts should be used only to illustrate problems - detailed study of philosophical texts should not be used in the context of this module.

Group and class discussion should play an important part in the study of the module but there will normally be need for teacher exposition.

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