

National Unit Specification: general information

UNIT	Metaphysics (Intermediate 2)
NUMBER	D413 11
COURSE	Religious, Moral and Philosophical Studies (Intermediate 2)

SUMMARY

The unit seeks to develop a detailed understanding of some of the main issues in metaphysics, and to allow candidates to present a clear personal conclusion on their chosen area.

OUTCOMES

- 1 Demonstrate understanding of issues in metaphysics.
- 2 Analyse issues in metaphysics.
- 3 Evaluate issues in metaphysics.

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.

Administrative Information

Superclass:	DE
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National Unit Specification: general information (cont)

UNIT Metaphysics (Intermediate 2)

CREDIT VALUE

1 credit at Intermediate 2.

CORE SKILLS

This unit gives automatic certification of the following:

Complete core skills for the unit	None
Core skills components for the unit	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 Metaphysics (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 issues in metaphysics.

Performance criteria

- (a) Explain how the issue relates to ordinary human experience.
- (b) Explain how the issue relates to the given area of study in metaphysics.

The restricted response will explain how the issue relates to ordinary experience and the given area of study.

OUTCOME 2

Analyse issues in metaphysics.

Performance criteria

- (a) Distinguish two different viewpoints on the issue.
- (b) Explain each viewpoint.

Evidence requirements for Outcomes 1 and 2

Evidence in the form of one extended response for one out of three issues.

The restricted response will explain how the issue relates to ordinary experience and the given area of study.

The extended response will distinguish and explain two different viewpoints on the issue.

OUTCOME 3

Evaluate issues in metaphysics.

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

Evidence in the form of one extended response for one out of three issues. The issue must be the same issue assessed in Outcomes 1 and 2.

The response will consist of comment on both sides of the issue and a clear personal conclusion supported by at least two reasons.

National Unit Specification: support notes

UNIT Metaphysics (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

Candidates will be introduced to some of the key areas of metaphysical thought and will have the opportunity to make judgements and draw conclusions in relation to the issues arising from them.

In this unit the areas of study are:

- Freewill and Determinism
- Mind and Body
- Appearance and Reality

Freewill and Determinism

- Are we free to choose?
Different types of determinism, the meaning of free will, responsibility.

Mind and Body

- How does our mind relate to our brain?
Consciousness and self-consciousness, physical and mental aspects of identity, different theories of human identity.

Appearance and Reality

- Is the world really as we see it?
The role of the senses in understanding the world, the influence of the mind, relationship with experience.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In Outcome 1 candidates must be able to demonstrate understanding of some of the issues arising from within metaphysics. They will be required to relate the issue to ordinary experience and to the appropriate area of study in metaphysics.

In Outcome 2, candidates have to analyse the issue within each of the selected key areas in metaphysics. This will require them to distinguish clearly between the various viewpoints on the issue and to provide a full explanation of each viewpoint.

In Outcome 3, candidates will be required to evaluate an issue relating to each of the key areas within metaphysics. This will involve them in commenting on both sides of the issue and presenting a clear personal conclusion about the issue in question. The conclusion itself should be clear and unambiguous and supported by at least two reasons.

National Unit Specification: support notes (cont)

UNIT Metaphysics (Intermediate 2)

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 the issues in one out of the three areas of study.

The marking scheme would reflect the standard embodied in the performance criteria. This would 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).