

# Route map through assessment

**Course: Philosophy**

**Level: National 5**

This document is intended to assist teachers in planning and delivering the overall vision for Curriculum for Excellence.

The vision for the new national qualifications is to create assessment opportunities that follow and support learning and teaching. This follows the principles laid out in *Building the Curriculum 5* and makes assessment a natural part of learning and teaching.

This route map aims to signpost all of the relevant material that is available to support your subject. Your professional judgement is vital and the documents listed below are intended to support you in deciding the most appropriate ways to generate evidence and assess candidates.

Education Scotland has produced a professional focus paper for philosophy, and this is a good starting point as it provides support to help develop learning and teaching approaches that take forward the purposes and principles of Curriculum for Excellence through Philosophy National 5.

[http://www.educationscotland.gov.uk/resources/nq/p/nqresource\\_tcm4744675.asp](http://www.educationscotland.gov.uk/resources/nq/p/nqresource_tcm4744675.asp)

## Philosophy National 5 course content

The main SQA philosophy page is found at <http://www.sqa.org.uk/sqa/45748.html>, with pages specifically related to National 5 at <http://www.sqa.org.uk/sqa/47398.html>. Staff should also regularly check the updates and announcements section of this page.

The Philosophy National 5 course specification can be found at

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseSpec\\_N5\\_HealthWellbeing\\_Philosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseSpec_N5_HealthWellbeing_Philosophy.pdf).

There are three units: Philosophy: Arguments in Action, Philosophy: Knowledge and Doubt and Philosophy: Moral Philosophy.

Outcomes for each unit can be found in the unit specification for each unit: <http://www.sqa.org.uk/sqa/47398.html>.

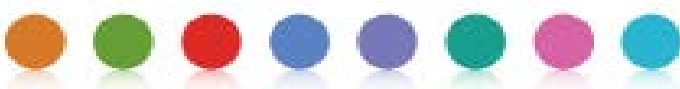
Knowledge and Doubt: [http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N5\\_Philosophy\\_KnowledgeandDoubt.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N5_Philosophy_KnowledgeandDoubt.pdf)

Moral Philosophy: [http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N5\\_Philosophy\\_MoralPhilosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N5_Philosophy_MoralPhilosophy.pdf)

Arguments in Action: [http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N5\\_Philosophy\\_ArgumentsinAction.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N5_Philosophy_ArgumentsinAction.pdf)

If the units are undertaken as part of the Philosophy National 5 course then the following mandatory content applies. This information can be found in the Further mandatory information on course coverage section of the course assessment specification.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseAssessSpec\\_N5\\_HealthandWellbeing\\_Philosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_N5_HealthandWellbeing_Philosophy.pdf)



Unit	Mandatory content
Philosophy: Arguments in Action	<p>Skills, knowledge and understanding required from this unit include the ability to understand, identify and explain the following: statement, argument, premise, hidden premise, deductive argument, conclusion, true and false, valid and invalid, soundness. This will include the ability to recognise and be able to generate examples to show understanding.</p> <p>Learners must be able to demonstrate their ability to:</p> <ul style="list-style-type: none"> <li>● distinguish statements from questions, commands, exclamations and arguments</li> <li>● identify premises, hidden premises and conclusions in an argument</li> <li>● describe how conclusions are arrived at in terms of reasoning</li> <li>● analyse and evaluate simple arguments</li> <li>● recognise and generate examples of the following common fallacies: attacking the person, false dilemma, illegitimate appeal to authority, slippery slope.</li> </ul>
Philosophy: Knowledge and Doubt	<p>Skills, knowledge and understanding required from this unit include the ability to explain philosophical views on:</p> <ul style="list-style-type: none"> <li>● knowledge</li> <li>● belief</li> <li>● certainty</li> <li>● scepticism.</li> </ul> <p>Learners will be able to explain common sceptical arguments, including reliability of the senses, arguments from dreaming and evil genius.</p> <p>Learners must understand and be able to explain and evaluate rationalism, empiricism and scepticism, making reference to appropriate sources in epistemology. It is not expected that learners will engage with original texts, but that they will know the source of information. Learners should know the key aspects and criticisms of Descartes and Hume, and be able to evaluate arguments by commenting on their strengths and weaknesses.</p> <p>For Descartes, learners must be able to comment on:</p> <ul style="list-style-type: none"> <li>● sceptical arguments</li> <li>● method of doubt: senses, dreaming and evil genius arguments</li> <li>● the Cogito</li> <li>● the clear and distinct rule</li> <li>● role of God in providing a secure foundation for knowledge.</li> </ul> <p>For Hume, learners must be able to comment on:</p> <ul style="list-style-type: none"> <li>● rejection of innate ideas</li> <li>● arguments concerning the origin of ideas</li> <li>● impressions and ideas</li> <li>● missing shade of blue</li> <li>● how we arrive at knowledge of cause and effect.</li> </ul>



Philosophy: Moral Philosophy	<p>Learners must know and understand moral theories. Learners must be able to apply these theories to give a moral response for a range of situations. Appropriate sources should be used when explaining theories. Learners must be able to explain two moral theories, utilitarianism and one other.</p> <p>For utilitarianism:</p> <ul style="list-style-type: none"> <li>● act and rule utilitarianism</li> <li>● normative ethics</li> <li>● greatest happiness principle             <ul style="list-style-type: none"> <li>– consequentialism; equity; hedonism</li> </ul> </li> <li>● Bentham's hedonic calculus</li> <li>● Mill's higher and lower pleasures</li> <li>● common criticisms of utilitarianism: evil pleasures; difficulty of predicting consequences; tyranny of the majority.</li> </ul> <p>For the other moral theory:</p> <ul style="list-style-type: none"> <li>● the main features</li> <li>● at least three common criticisms.</li> </ul>
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More detail on course coverage can be found in the course support notes.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_N5\\_HealthWellbeing\\_Philosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N5_HealthWellbeing_Philosophy.pdf)

A course comparison from National 3 to National 5 is also available, and although there is not a National 3 or National 4 course in philosophy, the document contains useful information on points of stability and areas of change.

[http://www.sqa.org.uk/sqa/files\\_ccc/Philosophy\\_Course\\_comparison.pdf](http://www.sqa.org.uk/sqa/files_ccc/Philosophy_Course_comparison.pdf)

## Course assessment

At National 5 added value will be assessed in a course assessment, which consists of a question paper and an assignment. The course will be graded A–D.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseAssessSpec\\_N5\\_HealthandWellbeing\\_Philosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseAssessSpec_N5_HealthandWellbeing_Philosophy.pdf)

### Question paper

There will be a question paper of 1 hour and 30 minutes for worth 50 marks, which will be carried out under exam conditions and marked by SQA. It will demonstrate breadth and application, and test skills, knowledge and understanding. Two questions will be worth 20 marks each and one question will be worth 10 marks.

Specimen question paper and marking scheme: [http://www.sqa.org.uk/files\\_ccc/PhilosophySQPN5.pdf](http://www.sqa.org.uk/files_ccc/PhilosophySQPN5.pdf).

### Assignment

The assignment is a new component of the course assessment in which learners will demonstrate breadth and application. Learners will have an open choice of questions or claims to investigate. The assignment will be conducted under some supervision and control. This means that although learners may complete part of the work outwith the learning and teaching setting, staff should put in place processes for monitoring progress and ensuring

that the work is the learner's own and that plagiarism has not taken place. Evidence which meets the requirements of this component of the course assessment will be between 800 and 1200 words in length.

Learners will produce the report of their investigation on the appropriate SQA stationery for submission to SQA.

[https://secure.sqa.org.uk/files/cfe/Philosophy/National\\_5/National5PhilosophyAssignmentForPrinting.pdf](https://secure.sqa.org.uk/files/cfe/Philosophy/National_5/National5PhilosophyAssignmentForPrinting.pdf)

(Note: This link goes to an SQA Secure website page and will need to be accessed by your centre's SQA co-ordinator.)

The assignment will be marked externally by SQA and is worth 30 marks, ie 37% of the course assessment.

Further guidance on assessment conditions can be found at

[http://www.sqa.org.uk/files\\_ccc/GAInfoNational5Philosophy.pdf](http://www.sqa.org.uk/files_ccc/GAInfoNational5Philosophy.pdf), with information on submission dates at

[https://secure.sqa.org.uk/secure/CFE/CourseworkInformation/Coursework\\_Information](https://secure.sqa.org.uk/secure/CFE/CourseworkInformation/Coursework_Information).

(Note: This link goes to an SQA Secure website page and will need to be accessed by your centre's SQA co-ordinator.)

Staff will need to be familiar with the guidance contained on the SQA Secure site.

<https://secure.sqa.org.uk/secure/CFE/Philosophy>

(Note: This link goes to an SQA Secure website page and will need to be accessed by your centre's SQA co-ordinator.)

## Unit assessment

When undertaken as part of the Philosophy National 5 course the units and the specified unit content are mandatory. Units can also be undertaken independently, in which case the outcomes and assessment standards as described in the unit specifications must be met.

Philosophy: Arguments in Action

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N5\\_Philosophy\\_ArgumentsinAction.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N5_Philosophy_ArgumentsinAction.pdf)

Philosophy: Knowledge and Doubt

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N5\\_Philosophy\\_KnowledgeandDoubt.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N5_Philosophy_KnowledgeandDoubt.pdf)

Philosophy: Moral Philosophy

[http://www.sqa.org.uk/files\\_ccc/CfE\\_Unit\\_N5\\_Philosophy\\_MoralPhilosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_Unit_N5_Philosophy_MoralPhilosophy.pdf)

Further guidance on each unit can also be found in the unit support notes within the course support notes document.

[http://www.sqa.org.uk/files\\_ccc/CfE\\_CourseUnitSupportNotes\\_N5\\_HealthWellbeing\\_Philosophy.pdf](http://www.sqa.org.uk/files_ccc/CfE_CourseUnitSupportNotes_N5_HealthWellbeing_Philosophy.pdf)

Evidence that learners have met the outcomes and assessment standards may be generated through a wide variety of learning activities. Assessment evidence can be drawn from a variety of activities and presented in a variety of formats. The evidence may be compiled from a number of activities carried out throughout the course. Evidence should be assessed using the judging the evidence criteria in the unit assessment support packs.

<https://secure.sqa.org.uk/secure/CFE/Philosophy>

(Note: This link goes to an SQA Secure website page and will need to be accessed by your centre's SQA co-ordinator.)

The unit assessment support packs outline three different possible ways of gathering assessment evidence: unit by unit, combined and portfolio.

### Verification

The verification process is meant to be supportive and not onerous.

Internal verification is the process of ensuring standards are applied uniformly and consistently within a school in line with national standards. External verification is the process of ensuring that national standards are maintained consistently across all schools.

Quality assurance: <http://www.sqa.org.uk/sqa/58448.html>.

#### *Prior verification*

[http://www.sqa.org.uk/files\\_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf](http://www.sqa.org.uk/files_ccc/Prior%20Verification%20Centre%20Guidance%20FINAL.pdf)

Staff who devise their own assessments can send them to SQA for prior verification, free of charge. This is only necessary where significant changes have been made to the unit assessment provided. It gives departments confidence that their proposed assessment is fit for purpose and meets national standards.

#### *Internal verification*

[http://www.sqa.org.uk/sqa/files\\_ccc/InternalVerificationGuideforSQAcentres.pdf](http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf)

As a matter of course staff should be quality assuring assessments and assessment evidence. A sample of learners' work should be marked by more than one staff member in a department, and in single-person departments an arrangement should be made with another local authority school.

#### *External verification*

In philosophy schools will submit a sample of evidence for scrutiny by subject-specialist qualification verifiers. SQA intend that every school will be verified over the first few years. Verification will take place in November, February and May. Twelve samples will be asked for.

[http://www.sqa.org.uk/sqa/files\\_ccc/Evidence\\_required\\_for\\_verificationevents.pdf](http://www.sqa.org.uk/sqa/files_ccc/Evidence_required_for_verificationevents.pdf)

Schools must retain the evidence until 31 July of each academic year.

[http://www.sqa.org.uk/sqa/files\\_ccc/SQA\\_Evidence\\_retention\\_requirements\\_A3\\_table.pdf](http://www.sqa.org.uk/sqa/files_ccc/SQA_Evidence_retention_requirements_A3_table.pdf)

Key messages from verification will be put up on the SQA website.

#### *Recognising positive achievement*

[http://www.sqa.org.uk/files\\_ccc/Recognising\\_Positive\\_Achievement\\_N4N5.pdf](http://www.sqa.org.uk/files_ccc/Recognising_Positive_Achievement_N4N5.pdf)

This is only applicable to National 5, **not** Higher. A learner who achieves 'No Award' in a National 5 course assessment will be able to gain a National 4 course award as long as he/she has passed all the internally assessed units of the National 5 course **and** has passed the National 4 Added Value Unit.

### Results services

[http://www.sqa.org.uk/sqa/files\\_ccc/FA6669\\_SQA\\_Results\\_Services\\_A5\\_8pp\\_brochure\\_web.pdf](http://www.sqa.org.uk/sqa/files_ccc/FA6669_SQA_Results_Services_A5_8pp_brochure_web.pdf)  
<http://www.sqa.org.uk/sqa/65427.html>

There are no longer any Appeals. SQA offers two services: (1) Exceptional Circumstances Consideration Service (within ten days of sitting external assessment) and (2) Post Results Service. The latter consists of either a clerical check or a marking review.

### Education Scotland support materials

Advice and support for new national qualifications (Glow password required):

<http://www.educationscotland.gov.uk/nqcoursematerials/subjects/philosophy/index.asp>

### Other useful websites

A quick guide to finding vital information about Curriculum for Excellence:

<http://www.educationscotland.gov.uk/keycfesupport/index.asp>

This appears under three headings

- the latest guidance, updates and plans for embedding Curriculum for Excellence
- information on assessment
- information on the new qualifications.