

<b>Unit Title</b>	<b>Scientific and Medical Ethics</b>				
<b>Subject group and discipline</b>	<b>IY - EPS</b>	<b>MYP year</b>	<b>8 [unit 3]</b>	<b>Unit duration (hrs)</b>	<b>12</b>

### Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
<b>Change</b>	<b>Beliefs, Ethics, Liberty, Morality</b>	<b>Scientific and technical innovation</b>
<b>Statement of inquiry</b>		
The <b>ethical</b> implications of how our <b>beliefs</b> , sense of <b>morality</b> , and <b>liberty</b> can <b>change</b> in the face of <b>scientific and technical innovation</b> .		
<b>Inquiry questions</b>		
<p><b>Factual—</b> What do religions teach about creation? What are the arguments for and against animal testing? How does genetic engineering happen? What do religions teach about prenatal and palliative care?</p> <p><b>Conceptual—</b> What role should religion play in defining the ethics of scientific and medical practice?</p> <p><b>Debatable—</b> Should religious belief dictate how we can treat our body? Do we have the right to control our lifespan, or whether we have children?</p>		
Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <p><b>A Knowing and understanding</b></p> <p>Students develop factual and conceptual knowledge about individuals and Societies</p> <ol style="list-style-type: none"> <li>Using terminology in context</li> <li>Demonstrating understanding of</li> </ol>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p><b>G oal</b> : To write an editorial article arguing whether religion should define scientific and medical ethics</p> <p><b>R ole</b>: an opinion columnist</p> <p><b>A udience</b>: newspaper readers</p> <p><b>S ituation</b>: What role should religion play in defining the ethics of scientific and medical practice?</p>	
	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The summative assessment uses all the information discussed to present a reasoned opinion on matters of medical ethics.</p>	

<p>content and concepts through descriptions, explanations and examples</p> <p><b>C: Communicating</b></p> <ul style="list-style-type: none"> <li>i. Communicate information and ideas using appropriate style for audience and purpose</li> <li>ii. Structure information and ideas in a way appropriate to specified format.</li> <li>iii. Document sources of information using a recognized convention</li> </ul>	<p><b>Purpose</b> : To reflect on the role of religious belief in defining ethics in medicine.</p> <p><b>Standards and criteria:</b></p> <p><b>The work must include:</b></p> <ul style="list-style-type: none"> <li>• Clear reference to arguments for and against at least two of the following: <ul style="list-style-type: none"> <li>○ Animal testing and genetic engineering</li> <li>○ Contraception and Abortion</li> <li>○ Euthanasia and palliative care</li> </ul> </li> <li>• A persuasive writing style</li> <li>• Use of rhetorical techniques (for higher level answers) and consideration of the difference between broadsheet and tabloid writing</li> </ul>	
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**Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed***

Thinking – students will have to think about the issues and decide how to present them

- Practise observing carefully in order to recognize problems
- Gather and organize relevant information to formulate an argument
- Recognize unstated assumptions and bias

Communication – students will have to communicate in formal writing style to entice the publisher

- Use a variety of speaking techniques to communicate with a variety of audiences
- Use appropriate forms of writing for different purposes and audiences