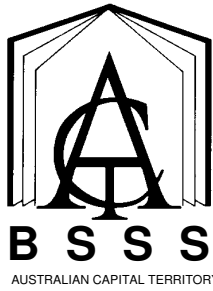


Theory of Knowledge

Theory of Knowledge

**Course
Framework**

For courses accredited from 2011



THEORY of KNOWLEDGE

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

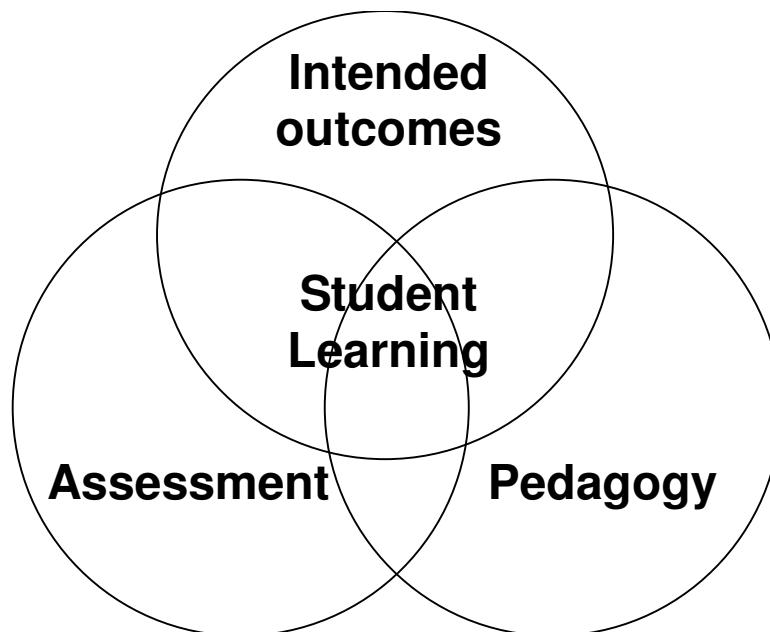
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix B**.*

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

RATIONALE

In a world of information and disparate bodies of knowledge, Theory of Knowledge (TOK) provides a conceptual scaffold for students to integrate their learning. Students are introduced to the big questions of philosophy in a way that is continuous with their own lives and with questions, which arise from local and world events.

TOK is a way of thinking that explores the nature and communication of knowledge and related concepts, such as truth, belief, objectivity, reason, worldview, narrative and myth. It is also concerned with the similarities, differences and connections between various areas of knowledge¹.

TOK discusses value and moral judgements and other related concepts, including ethics, convention, custom, cultural differences, equality, gender, equity, justice, tolerance, diversity and the aesthetic. Particular emphasis is given to the way in which language shapes and colours thoughts and experiences.

TOK nurtures the development of synoptic understanding² in the face of incommensurable and competing knowledge claims. TOK aims to build on native understanding and existing curiosity to establish a connection between students' questions and traditional and contemporary philosophical theory.

TOK promotes critical thought, insight and analytic depth. The courses offer students the opportunity to develop the ability to make clear distinctions and present succinct and effective arguments in a coherent and precise manner.

TOK courses draw upon the variety of students' backgrounds as a means of affirming diversity as well as encouraging and exploring different perspectives in society. Self respect and respect for difference are conveyed through forms of regard which frame discussion: attentiveness, collaboration and sensitivity to difference and self-reflection.

We live in a world of multiple options and mall cultures dominated by consumerism and choice in which young people face a distracting 'plethora of selves'³ they are invited to adopt. In the face of this radical plurality, TOK provides an interdisciplinary framework for informed decision making in the formation of self.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- identify relationships between philosophy and enduring universal and individual dilemmas [e.g. Who am I? What can I know? How shall I live? What must I do? What can I hope for?]
- reflect critically on truth claims, and their own and others' world views to develop clarity in thinking and openness to new ideas

¹ See glossary at the back of this document

² See glossary at the back of this document

³ Middleton, J. Richard and Walsh, Brian, *Truth is Stranger Than it Used to Be: Biblical Faith in a Postmodern Age*, IVP, Downers Grove, ILL, 1995

- recognise connections between contemporary questions and philosophical theory past and present
- understand the nature of knowledge, especially in relation to language, culture, history and the self
- understand the source, limitations and lexicon of the various forms of knowledge, particularly the nature of the academic disciplines and their relationship to ‘lived experience’
- develop a range of learning strategies that allow them to become active members of a learning community.

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

- the nature of knowledge: politics and paradigms
- philosophies of self formation
- relationship between language, thought and perception
- ethics: theoretical and applied
- knowledge as expressed through disciplines or fields of study such as natural and human sciences, mathematics, literature, history, politics and economics
- the nature of beauty and the development of an aesthetic sense
- theories of truth

Skills

- investigation and independent research
(location, selection and interpretation of information from various sources)
- critical reflection
(analysis and evaluation of information, philosophical theories/concepts/perspectives and ethical issues and self evaluation/self reflexivity as an integral part of this process)
- participation
(engaging with and responding to, both individually and collaboratively, the key concepts of the course)
- communication
(presenting knowledge and ideas in a variety of forms and forums appropriate to different audiences)

Recommended Content

In building a TOK course around these essential concepts and skills *it is also recommended that developers address:*

- philosophical beginnings: ancient, modern and post modern perspectives on the big questions of philosophy (such as the nature of human happiness and purpose)
- the tacit dimensions of knowledge: biases, paradigms, scaffolds and the role of emotion, reason, perception and imagination in enquiry
- the relationship between knowledge and language, culture, power and action
- knowledge and politics: education and training vs. indoctrination
- theories of truth (coherence, correspondence, pragmatic) debates on notions of truth, realism and antirealism, relativism and non-relativism
- knowledge as expressed in distinct forms of enquiry such as natural and human sciences, mathematics, literature, history, politics and economics
- personal and social ethics: pluralism, cultural relativity and tolerance

Vocational Courses

There are no vocational courses under this Course Framework.

PEDAGOGY

Teaching Strategies

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, a rich learning environment and establish relevant connections between learning and life experiences.

Teaching strategies that are particularly relevant and effective in Theory of Knowledge include:

- Presentation of issues in the context of ongoing and/or topical dilemmas in Australian society which allows students to draw on prior learning and their own experience to propose concrete policies or solutions and to make and justify choices.
- Prolonged discussion and a range of methods to elicit, synthesise and employ discussion and active listening need to be canvassed.
- Group work and cooperative effort are part of the structure of Theory of Knowledge. Group oral tasks, role plays and reporting, formal presentations, seminars and activities such as camps and excursions, allow students to extend their understanding in sustained communication with and to one another.
- Team teaching to draw on the range of available expertise within the school body and the wider community, in the form of guest speakers, should be actively encouraged.
- Maintenance of a journal as a less formal instrument for promoting dialogue with the teacher, and a more personal and continuous means of processing and reflecting on course content, should be actively encouraged.

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Assessment Task Types

Task Types	Structured Response	Open Response
Suggested tasks	<p>Research essay</p> <p>In-class Response (to specific text or issue-written under test conditions-may be creative or analytical)</p> <p>Presentation/Seminar</p> <p>Critical appraisal (e.g. film review, philosophical reflection on issues)</p>	<p>Contributions to a community of enquiry through:</p> <p>Journal/learning log/ short written tasks</p> <p>Debates</p> <p>Role plays</p> <p>Group reporting</p> <p>Facilitation of discussion</p>
Weighting (T courses)	70-80%	20-30%

A 1.0 unit should include a research essay **or** an in-class response, a Journal/learning log/ short written exercises **and** an oral component

A 0.5 unit should include a research essay **or** an in-class response **and** an oral component.

Oral Component includes:

- Presentation/seminar
- Debates
- Role plays
- Group reporting
- Facilitation of discussion (includes whole class and small group discussion)

It is advised that 3 - 5 assessment tasks be completed in a standard unit (1.0) and 2 - 3 tasks for a half standard unit (0.5).

Task Examples

Journal/learning log/short written exercises

These:

- are reflections on philosophical positions and issues. They present clear and coherent arguments and engage with these ideas less formally than in structured responses
- can be written both in & out of class
- are usually 300 - 400 words per journal entry or 500 - 600 words per short written tasks
- can include short responses to class exercises

In class response task:

- a major piece of writing – 600 - 800 words in response to text (could be issued the day before the task) and/or to a specific question given on the day of the task
- a clear rationale is expected if a creative response is chosen, 200 - 300 words

Research essay:

- a major piece of writing – up to 1200 words, requiring background reading
- presents structured philosophical argument and articulates a philosophical position

Presentation/Seminar

- may be presented individually or within a group
- 10 - 15 minutes per individual
- reflects breadth of research and personal engagement with the philosophical content
- may include a question and answer component

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- **acquisition** of philosophical theory and concepts
- **critical appraisal** of ideas and positions
- **synthesis** of material in reasoned argument
- **deep knowledge and connectivity**
- **effective use of language**

Assessment Rubrics have been developed for some of the Task Types. It is envisaged that teachers would use these rubrics as the basis for their assessment amending them where appropriate. These are included at **Appendix A**.

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A – E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

Unit Grade Descriptors for T Course

	acquisition of philosophical theory and concepts	critical appraisal of ideas and positions	synthesis of material in reasoned argument	deep knowledge and connectivity	effective use of language
A student who achieves an A grade typically	<ul style="list-style-type: none"> shows a sophisticated grasp of philosophical theory and concepts 	<ul style="list-style-type: none"> reflects active and sensitive reading of texts and contexts to produce a perceptive appraisal of ideas and positions 	<ul style="list-style-type: none"> shows integrated understanding of the most difficult subject matter in clear sophisticated arguments employs a critical distance 	shows a high degree of insight through: <ul style="list-style-type: none"> drawing together significant implications consideration of issues in substantial depth sophisticated connection of these ideas to other areas of knowledge and lived experience 	<ul style="list-style-type: none"> expresses complex ideas with clarity, confidence and flair to engage listener/reader shows discerning employment of philosophical language in a range of situations
A student who achieves a B grade typically	<ul style="list-style-type: none"> shows a strong grasp of philosophical theory and concepts 	<ul style="list-style-type: none"> shows detailed understanding of contexts and texts to produce effective evaluation of ideas and positions 	<ul style="list-style-type: none"> shows coherent understanding of difficult subject matter in clear convincing arguments employs a degree of critical distance 	shows insight through: <ul style="list-style-type: none"> drawing together significant implications consideration of issues in depth effective connection of these ideas to other areas of knowledge and lived experience 	<ul style="list-style-type: none"> expresses ideas with clarity and confidence to engage listener/reader shows effective use of philosophical language in a range of situations
A student who achieves a C grade typically	<ul style="list-style-type: none"> shows a satisfactory grasp of philosophical theory and concepts 	<ul style="list-style-type: none"> shows understanding of contexts and texts in an evaluation of ideas and positions 	<ul style="list-style-type: none"> shows understanding of subject matter in mostly clear arguments favours absolute statements 	shows understanding through: <ul style="list-style-type: none"> drawing together some implications consideration of issues connection of these ideas to other areas of knowledge and lived experience 	<ul style="list-style-type: none"> expresses straightforward ideas simply and clearly to engage listener/reader shows appropriate use of philosophical language in most situations
A student who achieves a D grade typically	<ul style="list-style-type: none"> shows a limited grasp of philosophical theory and concepts 	<ul style="list-style-type: none"> shows limited understanding of contexts and texts in an unsustained evaluation of ideas and positions 	<ul style="list-style-type: none"> shows limited understanding of subject matter in inconsistent arguments favours unexamined assumptions 	shows some understanding through: <ul style="list-style-type: none"> drawing together limited implications consideration of some issues limited connection of these ideas to other areas of knowledge and lived experience 	<ul style="list-style-type: none"> expresses ideas simply to engage listener/reader Shows occasional use of philosophical language in most situations
A student who achieves an E grade typically	<ul style="list-style-type: none"> shows little understanding of philosophical theory and concepts 	<ul style="list-style-type: none"> shows little understanding of contexts and texts 	<ul style="list-style-type: none"> shows little understanding of subject matter asserts without evidence 	<ul style="list-style-type: none"> shows limited understanding of issues and their implications and connections 	<ul style="list-style-type: none"> shows limited expression of ideas little attempt to engage listener/reader

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for ‘T’ courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

Quality Teaching Model

Every Chance to Learn, Curriculum Framework for ACT schools Specifically ELAs 8, 9, 10

BSSS Publication: *What's Plagiarism: How can you avoid it?*

Employability Skills framework

http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm

In particular, at the time of publication, the website addresses of the Departments of Education in the various Australian States and Territories are:

<http://www.decs.act.gov.au/>

<http://www.schools.nsw.edu.au/>

<http://www.deet.nt.gov.au/education/>

<http://education.qld.gov.au/>

http://www.decs.sa.gov.au/decs_home.asp

<http://www.education.tas.gov.au/>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Winifred Wing Han Lamb	Narrabundah College
Anni Medway	Canberra College

The group gratefully acknowledges the work of previous groups who developed and revised the Theory of Knowledge Course Framework.

RUBRICS for T Course RESEARCH ESSAY

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task.

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
acquisition of philosophical theory and concepts	shows a sophisticated grasp of theories and concepts shows sophisticated understanding of sources ,fundamental principles, implications and nuances	shows a strong grasp of theories and concepts shows understanding of sources fundamental principles and implications	shows a satisfactory grasp of theories and concepts shows some understanding of sources and fundamental principles	shows a limited grasp of theories and concepts shows limited understanding of sources and fundamental principles	shows little understanding of theories and concepts
critical appraisal of ideas and positions	reflects active and sensitive reading of texts and contexts to produce a perceptive appraisal of ideas and positions	shows detailed understanding of texts and contexts to produce a effective evaluation of ideas and positions	shows understanding of contexts and texts in an evaluation of ideas and positions	shows limited understanding of contexts and texts in an unsustainable evaluation of ideas and positions	shows little understanding of contexts and texts
synthesis of material in reasoned argument	shows integrated understanding of the most difficult subject matter in clear sophisticated arguments employs consistently a critical distance shows strong ownership of position presents a coherent and compelling position uses sources skilfully and effectively with detailed and accurate referencing	shows coherent understanding of difficult subject matter in clear convincing arguments employs a degree of critical distance shows ownership of position presents a persuasive position uses sources effectively with detailed and accurate referencing	shows understanding of subject matter in mostly clear arguments favours absolute statements shows some ownership of position presents a justifiable position uses sources satisfactorily with accurate referencing	shows limited understanding of subject matter in inconsistent arguments favours unexamined assumptions presents a fragmented position uses limited sources and referencing	shows little understanding of subject matter asserts without evidence uses little or no sources and referencing
deep knowledge and connectivity	shows a high degree of insight through: <ul style="list-style-type: none"> • drawing together significant implications • consideration of issues in substantial depth • sophisticated connection of these ideas to other areas of knowledge and lived experience 	shows insight through: <ul style="list-style-type: none"> • drawing together significant implications • consideration of issues in depth • effective connection of these ideas to other areas of knowledge and lived experience 	shows understanding through: <ul style="list-style-type: none"> • drawing together some implications • consideration of issues • connection of these ideas to other areas of knowledge and lived experience 	shows some understanding through: <ul style="list-style-type: none"> • drawing together limited implications • consideration of some issues • limited connection of these ideas to other areas of knowledge and lived experience 	shows limited understanding of issues and their implications and connections
effective use of language	expresses complex ideas with clarity, confidence and flair to engage reader shows discerning employment of philosophical language in argument	expresses ideas with clarity and confidence to engage reader shows effective use of philosophical language in argument	expresses straightforward ideas simply and clearly to engage reader shows appropriate use of philosophical language in argument	expresses ideas simply to engage reader shows occasional use of philosophical language in argument	shows limited expression of ideas and little attempt to engage reader

GRADE/MARK:

SIGNATURE OF MARKER:

RUBRICS for T Course INCLASS ESSAY

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
acquisition of philosophical theory and concepts	shows a sophisticated grasp of theories and concepts shows sophisticated understanding of sources, fundamental principles, implications and nuances	shows a strong grasp of theories and concepts shows understanding of sources, fundamental principles and implications	shows a satisfactory grasp of theories and concepts shows some understanding of sources and fundamental principles	shows a limited grasp of theories and concepts shows limited understanding of sources and fundamental principles	shows little understanding of theories and concepts
critical appraisal of ideas and positions	reflects active and sensitive reading of texts and contexts to produce a perceptive appraisal of ideas and positions	shows detailed understanding of texts and contexts to produce an effective evaluation of ideas and positions	shows understanding of contexts and texts in an evaluation of ideas and positions	shows limited understanding of contexts and texts in an unsustained evaluation of ideas and positions	shows little understanding of contexts and texts
synthesis of material in reasoned argument	shows integrated understanding of the most difficult subject matter in clear sophisticated arguments employs consistently a critical distance shows strong ownership of position presents a coherent and compelling position	shows coherent understanding of difficult subject matter in clear convincing arguments employs a degree of critical distance shows ownership of position presents a persuasive position	shows understanding of subject matter in mostly clear arguments favours absolute statements shows some ownership of position presents a justifiable position	shows limited understanding of subject matter in inconsistent arguments favours unexamined assumptions presents a fragmented position	shows little understanding of subject matter asserts without evidence
deep knowledge and connectivity	shows a high degree of insight through: <ul style="list-style-type: none"> drawing together significant implications consideration of issues in substantial depth sophisticated connection of these ideas to other areas of knowledge and lived experience 	shows insight through: <ul style="list-style-type: none"> drawing together significant implications consideration of issues in depth effective connection of these ideas to other areas of knowledge and lived experience 	shows understanding through: <ul style="list-style-type: none"> drawing together some implications consideration of issues connection of these ideas to other areas of knowledge and lived experience 	shows some understanding through: <ul style="list-style-type: none"> drawing together limited implications consideration of some issues limited connection of these ideas to other areas of knowledge and lived experience 	shows limited understanding of issues and their implications and connections
effective use of language	expresses complex ideas with clarity, confidence and flair to engage reader shows discerning employment of philosophical language in argument	expresses ideas with clarity and confidence to engage reader shows effective use of philosophical language in argument	expresses straightforward ideas simply and clearly to engage reader shows appropriate use of philosophical language in argument	expresses ideas simply to engage reader shows occasional use of philosophical language in argument	shows limited expression of ideas little attempt to engage reader

GRADE/MARK: **SIGNATURE OF MARKER:**

RUBRICS for T Course PRESENTATION

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
acquisition of philosophical theory and concepts	shows a sophisticated grasp of theories and concepts shows sophisticated understanding of sources, fundamental principles, implications and nuances	shows a strong grasp of theories and concepts shows understanding of sources, fundamental principles and implications	shows a satisfactory grasp of theories and concepts shows some understanding of sources and fundamental principles	shows a limited grasp of theories and concepts shows limited understanding of sources and fundamental principles	shows little understanding of theories and concepts
critical appraisal of ideas and positions	reflects active and sensitive reading of texts and contexts to produce a perceptive appraisal of ideas and positions	shows detailed understanding of texts and contexts to produce an effective evaluation of ideas and positions	shows understanding of texts and contexts in an evaluation of ideas and positions	shows limited understanding of texts and contexts in an unsustained evaluation of ideas and positions	shows little understanding of texts and contexts
synthesis of material in reasoned argument	shows integrated understanding of the most difficult subject matter in clear sophisticated arguments employs consistently a critical distance shows strong ownership of position presents a coherent and compelling position uses sources skilfully and effectively with detailed and accurate referencing	shows coherent understanding of difficult subject matter in clear convincing arguments employs a degree of critical distance shows ownership of position presents a persuasive position uses sources effectively with detailed and accurate referencing	shows understanding of subject matter in mostly clear arguments favours absolute statements shows some ownership of position presents a justifiable position uses sources satisfactorily with accurate referencing	shows limited understanding of subject matter in inconsistent arguments favours unexamined assumptions presents a fragmented position uses limited sources and referencing	shows little understanding of subject matter asserts without evidence uses little or no sources and referencing
deep knowledge and connectivity	shows a high degree of insight through: <ul style="list-style-type: none"> • drawing together significant implications • consideration of issues in substantial depth • sophisticated connection of these ideas to other areas of knowledge and lived experience 	shows insight through: <ul style="list-style-type: none"> • drawing together significant implications • consideration of issues in depth • effective connection of these ideas to other areas of knowledge and lived experience 	shows understanding through: <ul style="list-style-type: none"> • drawing together some implications • consideration of issues • connection of these ideas to other areas of knowledge and lived experience 	shows some understanding through: <ul style="list-style-type: none"> • drawing together limited implications • consideration of some issues • limited connection of these ideas to other areas of knowledge and lived experience 	shows limited understanding of issues and their implications and connections

effective use of language	expresses complex ideas with clarity, confidence and flair to engage listener shows discerning employment of philosophical language in argument	expresses ideas with clarity and confidence to engage listener shows effective use of philosophical language in argument	expresses straightforward ideas simply and clearly to engage listener shows appropriate use of philosophical language in argument	expresses ideas simply to engage listener shows occasional use of philosophical language in argument	shows limited expression of ideas little attempt to engage listener
Engagement of audience in terms of tone, eye contact, pace (a performed not read speech)	high level of engagement through sophisticated and vital delivery	effective engagement of audience through well developed skills of delivery	evidence of engagement with a sense of audience	communicates with a limited sense of audience and reliance on notes	no evidence of attempt to engage the audience
Effective approach with appropriate use of visual or other support material	employs a highly innovative approach in response to the task excellent use of support material	employs an original approach and response to the task effective use of support material	employs a sound approach and response to the task some use of support material	employs a fragmented approach and response to the task little use of support material	no evidence of planning in response to the task no effective supporting material
Awareness and efficient use of time	efficient and discerning use of time	efficient use of time	awareness of time constraints	poor use of time	insufficient length

GRADE/MARK:

SIGNATURE OF MARKER:

SUBMISSION OF NOTES AND BIBLIOGRAPHY: YES / NO

RUBRICS for T Course JOURNALS

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
active engagement in unit content	has detailed and purposeful note taking and reflection on class material and major assignments	purposeful note taking and reflection on class material and major assignments	satisfactory note taking and reflection on class material and major assignments	limited note taking and reflection on class material and major assignments	little or no note taking and reflection on class material and major assignments
critical appraisal of personal ideas and positions	reflects active and sensitive reading of texts and contexts to produce a perceptive personal appraisal of ideas and positions	shows detailed understanding of texts and contexts to produce a effective personal evaluation of ideas and positions	shows understanding of texts and contexts in a personal evaluation of ideas and positions	shows limited understanding of texts and contexts in an unsustained personal evaluation of ideas and positions	shows little personal understanding of contexts and texts
connecting philosophical thought to lived experience	makes relevant, clear and insightful connections between academic ideas and lived experience	makes appropriate connections between philosophical ideas and lived experience	shows awareness of the implications of philosophical ideas for lived experience	relates one or more ideas to lived experience	makes general assertions; shows little awareness of the connection between philosophy and lived experience
short written class exercises completion	shows detailed completion of short class exercises	shows consistent completion of short class exercises	shows satisfactory completion of short class exercises	has inconsistent completion of short class exercises	shows little or no evidence of completion of short class exercises

GRADE/MARK:

SIGNATURE OF MARKER:

RUBRICS for T Course FACILITATION OF DISCUSSION

Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

Forms of regard	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
respectful listening	shows a high degree of respect and sensitivity to difference	shows consistent respect and sensitivity to difference	shows respect and sensitivity to difference	shows inconsistent respect for difference	shows little respect for difference
attentiveness	shows a high degree of attentiveness to the implications of ideas and held positions	shows consistent attentiveness to the implications of ideas and held positions	shows attentiveness to the implications of ideas and held positions	shows some attentiveness to the implications of ideas and held positions	shows little attentiveness to the implications of ideas and held positions
collaboration	plays a highly constructive role in furthering the discussion	plays an effective role in furthering the discussion	plays a useful role in furthering the discussion	plays some role in furthering the discussion	plays little role in furthering the discussion
self reflection	shows discerning capacity for self examination both in terms of ideas and behaviour	shows consistent capacity for self examination both in terms of ideas and behaviour	shows some capacity for self examination both in terms of ideas and behaviour	shows limited capacity for self examination of both in terms of ideas and behaviour	shows limited capacity to justify opinions

GRADE/MARK:

SIGNATURE OF MARKER:

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
• informed and ethical decision-makers	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
• confident and capable users of technologies	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
• independent and self-managing learners	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
• collaborative team members	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, work experience
• a basis for self-directed and lifelong learning	through understanding and managing self, developing capabilities and modelling an approach (“taking stock, taking steps”) that prepares for a social and economic environment of greater individual responsibility
• personal attributes enabling effective participation in society	developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society

Glossary

Critical distance: Analysis that employs impartial reading and judgement of texts and positions without reliance on assertion and absolute statements

Ways of Knowing/Areas of Knowledge: academic disciplines which are distinguished by concepts, methodology and tests for truth claims (such as politics, law, mathematics)

Knowledge issues: These are implied in any discussion of the nature of knowledge as knowledge is problematic and contested

Synoptic understanding: Understanding sensitive to interdisciplinary perspectives.

Self and Self formation: The means by which a sense of self is constructed such as through language and culture

Connectivity: Expresses those connections we identify between philosophical theory and lived experience