

# **ACT Board of Senior Secondary Studies**

## **Public Consultation Report**

### ***Shape Paper: Philosophy A/T/M***

- This report has been prepared following public consultation.
- All feedback submitted as part of the consultation process has been recorded and analysed.
- The responses to the feedback have been compiled following the deliberations of the Shape Paper writing team.
- Amendments to the Shape Paper have been made where required, as a result of the consultation process.

## Public Consultation Report Shape Paper Philosophy A/T/M

Topic	Comment	Course Development Team Response
Q1 Which school are you from?	1 ED, 1 AIS	
Q2 Shape Paper Background The background provides a clear sense of the disciplinary, systemic and national parameters under which the course will be written.	2 strongly agree  1. There is a strong justification for the context of the course and its essential connections to students' lives, interests and overall learning experiences in senior secondary settings.	1. Noted
Q3 COURSE GOALS The "Aims of the Philosophy Curriculum" is clear about the intended learning and priorities, yet allows for flexibility.	2 strongly agree  1. The aims address the shortfalls in the current curriculum, namely that non-Western perspectives need to be explicitly addressed and included, and increasing flexibility for teachers developing programs of learning at the school level	1. Noted
Q4 The rationale for the course and unit structure is well-explained and well-justified	2 strongly agree  1. The course writers have done a great job of capturing the necessary balance between philosophical skills and knowledge, while situating the importance of the course in relation to students' lives.	1. Noted
Q5 The proposed units are conceptually distinct	1 strongly agree, 1 agree  1. The units are distinct and can be interpreted and approached in diverse ways by teachers.	1. Noted
Q6. The unit descriptions are clear and provide for innovative approaches	1 strongly agree, 1 agree  1. Somewhat agree. The units 'Construction and Application of Value' and 'Philosophy in the World' are promising units but perhaps need to be more clearly explained. For instance, in	1. Content descriptions will provide clarification. Developers will review expression to ensure the clarity of intention.

## Public Consultation Report Shape Paper Philosophy A/T/M

	<p>'Philosophy in the World' it's not entirely clear exactly what is meant to be taught and how it is a distinct unit rather than an extension of the overall rationale of the course. 'Construction and Application of Value' is clearer in terms of approaches to Ethics and Aesthetics, but could perhaps have some more explicit explanation about what is required. Perhaps the unit descriptors might provide this level of content, but there is room to clarify the unit descriptions as well</p> <p>2. The new unit Philosophy in the World is a step forward and attractive (and good to replace Phil of Language)</p>	2. Noted
<b>Q7 "Considerations", situates the course clearly in relation to curriculum priorities</b>	<p>1 strongly agree, 1 agree</p> <p>1. There is a strong outline of the relevance and connections to curriculum priorities.</p>	1. Noted
<b>Q8 This proposed course is distinct from other BSSS accredited courses.</b>	<p>2 strongly agree</p> <p>1. This is a great course, thank you to the writers for their hard work and diligence.</p>	1. Noted

<u>Emailed Feedback</u>	Response
<p>Feedback concerning unit distinctions: The current curriculum has an entire 1.0 standard unit for Ethics. The proposed curriculum has combined Ethics with Aesthetics, which effectively means the time and attention given solely to Ethics is reduced by up to half. As it is, the Ethics unit is one that is incredibly popular among students and has so much applicability and relevance to their lived experience. From ethical theories (Mill, Kant, Aristotle) to key texts (e.g Nietzsche, Plato's Ring of Gyges) to global justice issues (technology, climate change, animal welfare, etc), there is already so much to unpack</p>	<p>Ethics is popular and it was expected that 'Philosophy in the World' would have substantial Ethical content. Developers will consider emphasising this in the course document. The unit does not require 50/50 Ethics and Aesthetics, the teacher may choose the weighting. Further, Aesthetics and Ethics may be taught in an integrated fashion if that is chosen by the teacher. We envisage that the Aesthetic content could expand and</p>

**Public Consultation Report**  
**Shape Paper Philosophy A/T/M**

and cover in a standard unit. To half the potential time given over to these topics feels a disservice to the subject. Can I suggest that the Philosophy in the World unit (which I have provided feedback on in the survey) perhaps be reworked to mention concepts such as Language and Aesthetics where those branches of philosophy could be explored separate to Ethics

refine a student's ethical understanding. Schools may communicate the nature of the unit to the students as they deem appropriate.