



Philosophy

A / T / M

Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

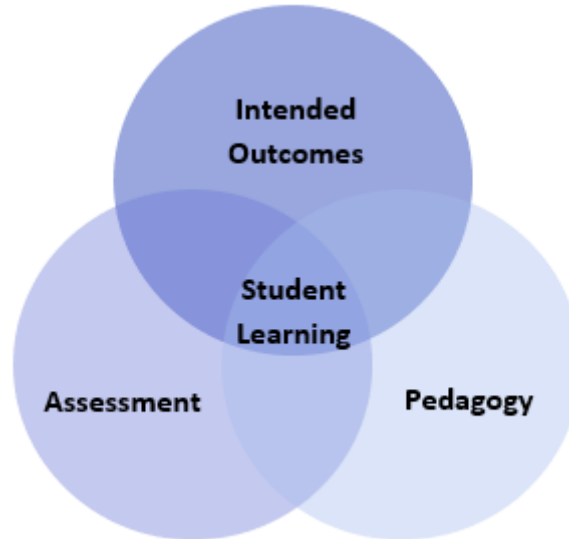
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

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 learners' 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)

General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Literacy is of fundamental importance in the study of philosophy. Students access philosophical content through a variety of print, oral, visual, spatial and electronic forms, including journal articles, photographs, and films. They learn to interpret and extrapolate meaning from a variety of sources to identify philosophical evidence. They analyse and evaluate theories and evidence for authority, reliability, relevance and accuracy. Students have opportunities to create a wide range of texts to communicate, explore, discuss, explain and argue a point of view, selecting and employing text structure and language knowledge to express their thoughts and ideas logically and fluently, supported by evidence. They learn to monitor their own language use for accuracy in the use of philosophical terms, clarity of ideas and explanations, conciseness of expression and use language effectively to articulate a position.

Numeracy

Numeracy is useful in the philosophical inquiry process, which requires students to recognise patterns and relationships statistically through different procedures such as correlation and t-tests. Students have opportunities to support their views with data, some of which is numerical in nature. They develop numeracy capability when they analyse, interpret and draw conclusions from statistical information, for example, in relation to correlation between the variables or mean differences.

Information and Communication Technology (ICT)

ICT capability is important in the inquiry process, particularly in relation to research, investigation, analysis and communication. Students use digital tools and strategies to locate, access, process and analyse information. They use ICT skills and understandings to investigate and identify the provenance and credibility of evidence and to communicate philosophical information. Students have opportunities to scrutinise websites and the interpretations and representations of the past they convey, including how and why such sites are constructed, the audiences they serve and their goals in, for example, evidence, revelation and narrative recount of experiences. They develop an understanding of the issues involved in the use of ICT when practising ethical scholarship as part of the philosophical inquiry process.

Critical and Creative Thinking

Critical and creative thinking is integral to the philosophical inquiry process. There are opportunities for students to delve deeply and broadly into the implications of any missing or questionable information in their investigation of philosophical topics. The demands of philosophical inquiry include the ability to pose intelligent questions, interrogate, select and cross-reference sources, and develop interpretations based on an analysis of results or evidence and reasoning. Students identify possible weaknesses in their own positions, and analyse, evaluate and synthesise alternative interpretations and representations of the evidence.

Personal and Social Capability

Personal and social capability skills are developed and practiced in philosophy by students enhancing their communication skills and participating in teamwork. Students have opportunities to work both collaboratively in teams and also independently as part of their learning and research in philosophy. Students develop advanced research, and presentation skills to express and justify their views effectively to others. Through the study of related literature in particular, students develop their ability to appreciate the perspectives and points of view of others. Students develop increasing social awareness through the study of relationships between individuals and diverse groups in the modern world.

Ethical Understanding

Ethical understanding provides opportunities for students to explore and understand the diverse perspectives and circumstances that shaped the cognitions and behaviours of people in the past compared with those of today. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that were the basis for the judgments and actions of people in the past.

Intercultural Understanding

Intercultural understanding is a vital part of learning in philosophy. Students explore the different cognitions and behaviours of a range of cultural groups and develop an appreciation of the diversity. They have opportunities to develop an understanding of how and why people think, feel and act in a particular way. Students develop an understanding of different contemporary perspectives, the philosophical contexts for those perspectives, their philosophical influence on the relationships between different groups within society, and how they contribute to individual and group behaviours.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

The Aboriginal and Torres Strait Islander histories and cultures priority has been developed around the three key concepts of Country/Place, Peoples and Cultures. Each concept contains a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

The first key concept highlights the special connection to Country/Place by Aboriginal and Torres Strait Islander Peoples and celebrates the unique belief systems that connect people physically and spiritually to Country/Place.

The second key concept examines the diversity of Aboriginal and Torres Strait Islander Peoples' culture through language, ways of life and experiences as expressed through historical, social and political lenses. It provides opportunities for students to gain a deeper understanding of Aboriginal and Torres Strait Islander Peoples' ways of being, knowing, thinking and doing.

The third key concept addresses the diversity of Aboriginal and Torres Strait Islander societies. It examines kinship structures and the significant contributions of Aboriginal and Torres Strait Islander people on a local, national and global scale.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

The Asia and Australia's engagement with Asia priority has been developed around three key concepts; Asia and its diversity, achievements and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

The first key concept highlights the diversity within and between the countries of the Asia region, from their cultures, societies and traditions through to their diverse environments and the effects of these on the lives of people.

The second key concept examines the past and continuing achievements of the peoples of Asia, identifies their contribution to world history and acknowledges the influences that the Asia region has on the world's aesthetic, and creative pursuits.

The third key concept addresses the nature of past and ongoing links between Australia and Asia, and develops the knowledge, understanding and skills, which make it possible to engage actively and effectively with peoples of the Asia region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

This priority will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional and global communities. It emphasises the interdependence of environmental, social, cultural and economic systems.

The Sustainability priority has been developed around three key concepts: systems, world views and, futures. These concepts are seen as fundamental to learning about sustainability. Each key concept contains a set of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising idea. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework of the priority.

The first key concept explores the interdependent and dynamic nature of systems that support all life on Earth as well as the promotion of healthy social, economic and ecological patterns of living for our collective wellbeing and survival. The second key concept presents the issues surrounding sustainability in a global context. This concept allows for a diversity of world views on ecosystems, values and social justice to be discussed and linked to individual and community actions for sustainability.

The third key concept is aimed at building the capacities for thinking and acting in ways that are necessary to create a more sustainable future. The concept seeks to develop reflective thinking processes and empower young people to design action that will lead to a more equitable, respectful and sustainable future.

Philosophy

A / T / M

Rationale

Philosophy is the study of humanity's most enduring and influential ideas. Students develop an understanding of how these ideas influence human action, thought, existence and knowledge.

Students develop their knowledge and understanding of philosophical ideas, arguments and methodologies to interrogate what different people think, what they value, what they consider to be true, and how they engage with others and the world around them. They analyse the purpose of philosophical investigation and develop insights into problem solving and decision making in a range of contexts in society and culture.

Using philosophical inquiry, students develop analytical and critical thinking skills and learn to question and challenge assumptions. They develop skills to communicate persuasively by presenting logical, reasoned and coherent arguments. The study of philosophy is relevant to young people as they continue to be life-long learners and reflective, creative and informed citizens in both the world of study and work. The study of philosophy is relevant to a variety of disciplines and vocational pathways.

Goals

This course should enable students to:

- analyse the assumptions and limitations of philosophical ideas and methodologies
- analyse philosophical perspectives and arguments in a range of contexts
- evaluate and apply modes of inquiry
- analyse the purpose of philosophy
- applies philosophical ideas and methodologies to investigate problems and inform decision making
- explore the relationship between philosophical questions and contemporary issues
- reflect critically on their own perspective and the perspectives of others.

Unit Titles

- Ethics
- Epistemology
- Metaphysics
- Philosophy of Language
- Independent Study

Organisation of Content

Ethics

In this unit, students will study the nature of ethics. They will explore ethical questions and reflect on what constitutes a just society and “the good life”. Students will develop a framework for understanding ethical positions.

Epistemology

In this unit, students will study the nature of knowledge and the basis of knowledge claims. They will explore how we can know and the justification of knowledge. Students will develop skills to evaluate knowledge claims.

Metaphysics

In this unit, students will study the nature of existence and notions of reality. They will explore the relationship between being and meaning. Students will develop insight into what may constitute truth.

Philosophy of Language

In this unit, students will study the nature of language and meaning. They will explore how meaning is constructed and investigate the relationship between language, thought, and meaning. Students will develop understanding of how language works in the construction of reality.

Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal’s written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

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 must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix C). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Category	Investigating	Responding/Creating
	<p>Suggested tasks:</p> <ul style="list-style-type: none"> • research essay (take home) • short-answers test • oral presentation • media article • journal/learning log • analytic philosophy paper 	<p>Suggested tasks:</p> <ul style="list-style-type: none"> • response essay (timed and supervised response to stimulus) • group report • response to philosophy article or podcast • community of inquiry • written or oral philosophical dialogue • poster & rationale • creative responses - written and non-written • public policy proposal & rationale • multimedia presentation
Weightings in A/T 1.0 and 0.5 Units	20 - 60%	20 - 60%
Weighting in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes, **T** 8 - 15 minutes.
- It is highly recommended that teachers set both in-class and at-home tasks.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards Philosophy A Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses philosophical ideas analyses perspectives and modes of enquiry analyses of ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains philosophical ideas explains perspectives and modes of enquiry explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes philosophical ideas describes perspectives and modes of enquiry describes ideas and communicates information using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> identifies philosophical ideas identifies perspectives and modes of enquiry identifies ideas and communicates information with some reference to evidence, language and accurate referencing 	<ul style="list-style-type: none"> identifies some philosophical ideas identifies some perspectives and modes of enquiry identifies ideas and communicates information with some reference to evidence, language and accurate referencing
Skills	<ul style="list-style-type: none"> applies philosophical methodology with control and precision to construct a logical and reasoned argument plans and undertakes independent inquiries and analyses information based on credible sources makes discerning and effective choice of philosophical methodology to investigate a wide range of complex problems and to inform decision-making 	<ul style="list-style-type: none"> applies philosophical methodology with control to construct a logical argument plans and undertakes independent inquiries and explains information based on credible sources makes effective and justified choice of philosophical methodology to investigate a range of complex problems and to inform decision-making 	<ul style="list-style-type: none"> applies philosophical methodology with some control to construct a philosophical argument undertakes guided inquiries and describes information based on appropriate sources makes effective choice of philosophical methodology to investigate problems and to inform decision-making 	<ul style="list-style-type: none"> applies philosophical methodology with minimal control to construct a philosophical argument undertakes guided inquiries with some reference sources makes some effective choice of philosophical methodology with minimal impact to investigate problems and to inform decision-making 	<ul style="list-style-type: none"> applies philosophical methodology with little or no control to construct a philosophical argument undertakes guided research with little or no reference to sources selects philosophical methodology with little or no impact on problem investigation and decision-making

Achievement Standards Philosophy T Course - Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses philosophical ideas and evaluates their assumptions and limitations analyses perspectives and modes of enquiry and evaluates reasons and arguments used by philosophers on issues and positions analyses representations and interpretations of philosophical issues and positions and evaluates their significance in a wide range of contexts and lived experience synthesises ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> analyses philosophical ideas and explains their assumptions and limitations analyses perspectives and modes of enquiry and explains reasons and arguments used by philosophers on issues and positions analyses representations and interpretations of philosophical issues and positions and explains their significance in a range of contexts and lived experience analyses ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains philosophical ideas and describes their assumptions and limitations explains perspectives and modes of enquiry and describes reasons and arguments used by philosophers on issues and positions explains representations and interpretations of philosophical issues and positions and describes their significance in a range of contexts and lived experience explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes philosophical ideas with some reference to their assumptions and limitations describes perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions describes representations and interpretations of philosophical issues and positions with some reference to their significance and lived experience describes ideas and information and communicates arguments with some reference to evidence, language and accurate referencing 	<ul style="list-style-type: none"> identifies philosophical ideas with little or no reference to their assumptions and limitations identifies perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions identifies representations and interpretations of philosophical issues and positions with little or no reference to their significance and lived experience identifies ideas and information and communicates arguments with some reference to evidence, language and accurate referencing
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Achievement Standards Philosophy A Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses philosophical ideas and explains their assumptions and limitations analyses perspectives and modes of enquiry and explains reasons and arguments used by philosophers on issues and positions analyses representations and interpretations of philosophical issues and positions and explains their significance in a wide range of contexts and lived experience analyses ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains philosophical ideas and describes assumptions and limitations explains perspectives and modes of enquiry and describes reasons and arguments used by philosophers on issues and positions explains representations and interpretations of philosophical issues and positions and describes their significance in a range of contexts and lived experience explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes philosophical ideas and identifies their assumptions and limitations describes perspectives and modes of enquiry and identifies reasons and arguments used by philosophers on issues and positions describes representations and interpretations of philosophical issues and positions and identifies their significance in a range of contexts and lived experience describes ideas and communicates information using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> identifies philosophical ideas with some reference to their assumptions and limitations identifies perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions identifies representations and interpretations of philosophical issues and positions with some reference to their significance and lived experience identifies ideas and communicates information with some reference to evidence, language and accurate referencing 	<ul style="list-style-type: none"> identifies philosophical ideas with little or no reference to their assumptions and limitations identifies perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions identifies representations and interpretations of philosophical issues and positions with little or no reference to their significance and lived experience identifies ideas and communicates information with some reference to evidence, language and accurate referencing
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Achievement Standards Philosophy T Course - Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses philosophical ideas and evaluates their assumptions and limitations critically analyses perspectives and modes of enquiry and evaluates reasons and arguments used by philosophers on issues and positions critically analyses the purpose of philosophy and evaluates its methodologies critically analyses representations and interpretations of philosophical issues and positions and evaluates their significance in a wide range of contexts and lived experience synthesises ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> analyses philosophical ideas and explains their assumptions and limitations analyses perspectives and modes of enquiry and explains reasons and arguments used by philosophers on issues and positions analyses purpose of philosophy and explains its methodologies analyses representations and interpretations of philosophical issues and positions and explains their significance in a range of contexts and lived experience analyses ideas and information and communicates coherent arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> explains philosophical ideas and describes their assumptions and limitations explains perspectives and modes of enquiry and describes reasons and arguments used by philosophers on issues and positions explains purpose of philosophy and describes its methodologies explains representations and interpretations of philosophical issues and positions and describes their significance in a range of contexts and lived experience explains ideas and information and communicates arguments using appropriate evidence, language and accurate referencing 	<ul style="list-style-type: none"> describes philosophical ideas with some reference to their assumptions and limitations. describes perspectives and modes of enquiry with some reference to reasons and arguments used by philosophers on issues and positions describes purpose of philosophy with some reference to its methodologies describes representations and interpretations of philosophical issues and positions with some reference to their significance and lived experience describes ideas and information and communicates arguments with some reference to evidence, language and accurate referencing 	<ul style="list-style-type: none"> Identifies philosophical ideas with little or no reference to their assumptions and limitations. identifies perspectives and modes of enquiry with little or no reference to reasons and arguments used by philosophers on issues and positions identifies and purpose of philosophy with little or no reference to its methodologies identifies representations and interpretations of philosophical issues and positions with little or no reference to their significance and lived experience identifies ideas and information and communicates arguments with some reference to evidence, language and accurate referencing
Skills	<ul style="list-style-type: none"> applies philosophical methodology, with control and precision to construct a logical and reasoned argument plans and undertakes independent inquiries and analyses information based on critical evaluation of credible sources makes discerning and effective choice of philosophical ideas to investigate a wide range of complex problems and to inform decision making reflects with insight on their own thinking and that of others and evaluates the relationships within and between arguments and ideas 	<ul style="list-style-type: none"> applies philosophical methodology, with control to construct a logical argument plans and undertakes independent inquiries and explains information based on assessment of credible sources makes effective and justified choice of philosophical ideas to investigate a range of complex problems and to inform decision making reflects on their own thinking and that of others and analyses the relationships within and between arguments and ideas 	<ul style="list-style-type: none"> applies philosophical methodology with some control to construct an argument undertakes guided inquiries and describes information based on appropriate sources makes effective choice of philosophical ideas to investigate problems and to inform decision making reflects on their own thinking and that of others and explains the relationships within and between arguments and ideas 	<ul style="list-style-type: none"> applies philosophical methodology with minimal control to construct an argument undertakes guided inquiries with some reference sources makes some effective choice of philosophical ideas with minimal impact to investigate problems and to inform decision making reflects on their own thinking and that of others with some reference to the relationships within and between arguments and ideas 	<ul style="list-style-type: none"> applies philosophical methodology with little or no control to construct an argument undertakes guided research with little or no reference to sources selects philosophical ideas with little or no impact on investigation of problems and decision making reflects on their own thinking and that of others with little or no reference to the relationships within and between arguments and ideas

Achievement Standards Philosophy M Course - Years 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes philosophical ideas with independence describes own and others' perspectives with independence describes a mode of enquiry (e.g. problem, premise, argument, conclusion) independently represents philosophical ideas and information using appropriate evidence, language and accurate referencing with independence 	<ul style="list-style-type: none"> describes philosophical ideas with some assistance describes own and others' perspectives with some assistance describes a mode of enquiry (e.g. problem, premise, argument, conclusion) with some assistance represents philosophical ideas and information using appropriate evidence, language and accurate referencing with some assistance 	<ul style="list-style-type: none"> describes philosophical ideas with occasional assistance describes own and others' perspectives with occasional assistance describes a mode of enquiry (e.g. problem, premise, argument, conclusion) with occasional assistance represents philosophical ideas and information using appropriate evidence, language and accurate referencing with occasional assistance 	<ul style="list-style-type: none"> identifies philosophical ideas with continuous guidance attempts to identify perspectives with continuous guidance recognises the steps in a mode of enquiry with continuous guidance identifies philosophical ideas and information with some reference to evidence, appropriate language and accurate referencing with continuous guidance 	<ul style="list-style-type: none"> identifies some philosophical ideas with direct instruction recognises the possibility of perspectives with direct instruction recognises the steps in a mode of inquiry with direct instruction with direct instruction identifies philosophical ideas and information with some reference to evidence, appropriate language and accurate referencing with direct instruction
Skills	<ul style="list-style-type: none"> applies philosophical methodology appropriately to construct a logical and reasoned argument undertakes inquiries and presents information based on credible sources uses philosophical ideas to investigate problems and to inform decision-making with independence 	<ul style="list-style-type: none"> applies philosophical methodology appropriately to construct a logical and reasoned argument undertakes inquiries and presents information based on credible sources uses philosophical ideas to investigate problems and to inform decision-making with some assistance 	<ul style="list-style-type: none"> applies philosophical methodology with some control to construct a philosophical argument undertakes guided inquiries and presents information based on appropriate sources uses philosophical ideas to investigate problems and to inform decision-making with occasional assistance 	<ul style="list-style-type: none"> applies philosophical methodology with minimal control to construct a philosophical argument undertakes guided inquiries with some reference sources uses philosophical ideas to investigate problems and to inform decision-making with continuous guidance 	<ul style="list-style-type: none"> applies philosophical methodology with little or no control to construct a philosophical argument undertakes guided inquiries with little or no reference to sources uses philosophical ideas with little or no impact on discussing problems and decision-making

Ethics

Value: 1.0

Ethics a

Value 0.5

Ethics b

Value 0.5

Unit Description

In this unit, students will study the nature of ethics. They will explore ethical questions and reflect on what constitutes a just society and “the good life”. Students will develop a framework for understanding ethical positions.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the nature of ethics analyse ethical theories apply ethical ideas, theories, and methodologies in contemporary contexts 	<ul style="list-style-type: none"> understand the nature of ethics critically analyse ethical theories apply ethical ideas, theories, and methodologies in contemporary contexts 	<ul style="list-style-type: none"> understand ethical ideas and how they can be applied in everyday life

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Philosophical ideas		
<ul style="list-style-type: none"> understand key ethical theories, such as, consequentialism, deontology, virtue ethics, and ethics of care understand ethical ideas, for example: egoism, egalitarianism, altruism, justice, equity understand that ethical considerations provide scope for thinking about moral issues 	<ul style="list-style-type: none"> understand key ethical theories, including, consequentialism, deontology, virtue ethics, and ethics of care understand ethical ideas, for example: egoism, egalitarianism, altruism, justice, equity understand the way in which ethical ideas enable us to think about practical issues critically evaluate assumptions underpinning ethical theories 	<ul style="list-style-type: none"> explore major ethical theories and understand how they can be used to think about practical issues

A Course	T Course	M Course
Philosophical purpose and argument		
<ul style="list-style-type: none"> • understand that ethics is a system of moral values which are applicable to human life • understand the forms and role of justification in ethical decision-making • explore common arguments on ethical issues and positions 	<ul style="list-style-type: none"> • understand that ethics is a system of moral values which are applicable to human life • understand the forms and role of justification in ethical decision- • critically analyse ethical perspectives and modes of inquiry • evaluate arguments used by philosophers on ethical issues and positions 	<ul style="list-style-type: none"> • understand the place of ethics in everyday life
Significance and lived experience		
<ul style="list-style-type: none"> • understand the influence of values in one’s life, and rights and responsibilities in everyday situations • reflect on the impact of ethical positions on others 	<ul style="list-style-type: none"> • understand the influence of values in one’s life, and rights and responsibilities in contemporary contexts • critically evaluate the implications of ethical positions on other humans, non-human animals, and the environment 	<ul style="list-style-type: none"> • appreciate the influence of values in one’s life, and rights and responsibilities in everyday situations • reflect on the impact of ethical positions on others
Philosophical communication		
<ul style="list-style-type: none"> • evaluate and develop philosophical arguments • present ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • use critical reasoning to analyse, evaluate, and develop philosophical arguments engaging with primary and secondary sources • synthesise ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • understand philosophical arguments • use ideas and information in a clear way • acknowledge sources

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Epistemology

Value: 1.0

Epistemology a

Value 0.5

Epistemology b

Value 0.5

Unit Description

In this unit, students will study the nature of knowledge and the basis of knowledge claims. They will explore how we can know and the justification of knowledge. Students will develop skills to evaluate knowledge claims.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the nature of knowledge analyse knowledge claims in familiar situations assess knowledge claims 	<ul style="list-style-type: none"> understand the nature of knowledge and justification critically analyse knowledge claims in a range of contexts cultivate epistemic virtues in evaluating or making knowledge claims 	<ul style="list-style-type: none"> understand and reflect upon the nature of knowledge and how it relates to everyday life

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Philosophical ideas		
<ul style="list-style-type: none"> understand approaches to knowledge theories, including rationalism, empiricism, and scepticism reflect upon the relationship between the knower and the known understand ways of knowing, such as reason, emotion, intuition, imagination, faith, and tradition 	<ul style="list-style-type: none"> understand approaches to knowledge theories, including rationalism, empiricism, and scepticism understand the relationship between the subject and the object of knowledge understand the nature and the limits of different possible ways of knowing 	<ul style="list-style-type: none"> understand ways of knowing and reflect on the relationship between the knower and the known

A Course	T Course	M Course
Philosophical purpose and argument		
<ul style="list-style-type: none"> • understand the significance of justification in relation to knowledge claims • assess the credibility and validity of knowledge claims 	<ul style="list-style-type: none"> • understand the forms, and role, of justification in the formation and evaluation of knowledge claims • critically analyse epistemological perspectives and modes of inquiry • evaluate arguments used by philosophers on epistemic positions 	<ul style="list-style-type: none"> • understand that knowledge claims need to be justified
Significance and lived experience		
<ul style="list-style-type: none"> • understand how politics and social values, for example, gender, age, status, ethnicity, and power, influence the access to, and construction of, knowledge • recognise how epistemology contributes to an understanding of ourselves and our place in the world 	<ul style="list-style-type: none"> • understand how politics and social values, for example, gender, age, status, ethnicity, and power, influence the access to, and construction of, knowledge • recognise how epistemology contributes to an understanding of ourselves and our place in the world 	<ul style="list-style-type: none"> • understand how social values, for example, gender, age, status, ethnicity, and power, influence the access to, and construction of, knowledge • recognise that epistemology contributes to an understanding of ourselves and our place in the world
Philosophical communication		
<ul style="list-style-type: none"> • evaluate and develop philosophical arguments • present ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • use critical reasoning to analyse, evaluate, and develop philosophical arguments • engaging with primary and secondary sources • use appropriate evidence and referencing • synthesise ideas and information in a clear, logical, and precise manner 	<ul style="list-style-type: none"> • understand philosophical arguments • use ideas and information in a clear way • acknowledge sources

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Metaphysics

Value: 1.0

Metaphysics a

Value 0.5

Metaphysics b

Value 0.5

Unit Description

In this unit, students will study the nature of existence and notions of reality. They will explore the relationship between being, meaning, personhood, and human nature. Students will develop skills to explore the implications of metaphysical arguments relating to human existence.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand different notions of reality and existence understand claims about the nature of being, meaning, personhood, and human nature consider the value of metaphysical enquiry in everyday life 	<ul style="list-style-type: none"> understand notions of reality and theories about existence analyse claims about the nature of being, meaning, personhood, and human nature apply metaphysical concepts to enduring human questions 	<ul style="list-style-type: none"> understand claims about the nature of being and meaning, and their significance for everyday life

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Philosophical ideas		
<ul style="list-style-type: none"> understand major metaphysical theories, positions, and notions recognise assumptions underpinning metaphysical positions 	<ul style="list-style-type: none"> understand key metaphysical theories, positions, and notions, including: materialism, idealism, theism, existentialism, free-will and determinism, identity and human nature evaluate assumptions underpinning metaphysical positions 	<ul style="list-style-type: none"> understand major metaphysical theories, positions, and notions

A Course	T Course	M Course
Philosophical purpose and argument		
<ul style="list-style-type: none"> • understand that metaphysics attempts to explain what exists and what does • reflect on arguments relating to metaphysical positions 	<ul style="list-style-type: none"> • understand that metaphysics attempts to explain what exists and what does not • understand that metaphysics involves meta-cognitive reflection on questions of human existence and the nature of reality • evaluate arguments relating to metaphysical positions 	<ul style="list-style-type: none"> • understand that metaphysics attempts to explain what exists and what does not
Significance and lived experience		
<ul style="list-style-type: none"> • explain the significance of metaphysical positions for human life 	<ul style="list-style-type: none"> • analyse the implications of metaphysical positions, such as existentialism, for human life • analyse the implications of metaphysical positions on other areas of knowledge, for example: science, technology, theism, ethics, economics, and politics 	<ul style="list-style-type: none"> • identify metaphysical positions that may be relevant to everyday life
Philosophical communication		
<ul style="list-style-type: none"> • evaluate and develop philosophical arguments • present ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • use critical reasoning to analyse, evaluate, and develop philosophical arguments engaging with primary and secondary sources • synthesise ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • understand philosophical arguments • use ideas and information in a clear • acknowledge sources

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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Assessment

Refer to pages 10-12.

Philosophy of Language

Value: 1.0

Philosophy of Language a

Value 0.5

Philosophy of Language b

Value 0.5

Unit Description

In this unit, students will study the nature of language and meaning. They will explore how meaning is constructed and investigate the relationship between language, thought, and the world. Students will develop understanding of how language can be shaped by, and construct, reality.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the nature of language and theories of meaning analyse the relationship between language, thought, culture, identity, and the world evaluate the use and abuse of language in public and private life 	<ul style="list-style-type: none"> understand the nature of language and theories of meaning analyse the relationship between language, thought, culture, identity, and the world evaluate the uses and effects of language in contemporary contexts 	<ul style="list-style-type: none"> understand the nature of language and its relationship to culture, identity, and the world identify the use and abuse of language in public and private life

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Philosophical ideas		
<ul style="list-style-type: none"> understand major approaches to language and reflect on the dynamic role of language in shaping the private and public self 	<ul style="list-style-type: none"> understand key approaches to language, including: linguistic determinism and relativity, picture theory, language games, and speech acts evaluate the dynamic role of language in shaping the private and public self 	<ul style="list-style-type: none"> identify major approaches to language and recognise how language shapes the private and public self

A Course	T Course	M Course
Philosophical purpose and argument		
<ul style="list-style-type: none"> • explain the fundamental significance of language in human life and consider the language used in public and private contexts 	<ul style="list-style-type: none"> • understand the fundamental significance of language in human life • evaluate the language used in different public contexts, such as in politics, advertising, the workplace, and social media • use a variety of language approaches to interpret the significance of linguistic events 	<ul style="list-style-type: none"> • explain the significance of language in human life and identify the language used in public and private contexts
Significance and lived experience		
<ul style="list-style-type: none"> • understand the ethics of language use • explore the way language can shape identity, worldviews, and realities 	<ul style="list-style-type: none"> • understand the ethics of language use • understand the extent to which language can shape identity, worldviews, and realities • understand the role of language in the construction of knowledge claims 	<ul style="list-style-type: none"> • explore the impacts of our language use on ourselves, others, and the world around us
Philosophical communication		
<ul style="list-style-type: none"> • evaluate and develop philosophical arguments • present ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • use critical reasoning to analyse, evaluate, and develop philosophical arguments engaging with primary and secondary sources • synthesise ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • understand philosophical arguments • use ideas and information in a clear way • acknowledge sources

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Independent Study

Value: 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand and explore the fundamental philosophical issues and positions in an area of special interest 	<ul style="list-style-type: none"> understand and critically evaluate the fundamental philosophical issues and positions in an area of special interest 	<ul style="list-style-type: none"> explore reasons and arguments used by philosophers on some issues and positions relating to an area of special interest

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Philosophical ideas		
<ul style="list-style-type: none"> explore philosophical ideas relating to the area of special interest 	<ul style="list-style-type: none"> understand philosophical theories and positions relating to the area of special interest 	<ul style="list-style-type: none"> discuss philosophical ideas relating to the area of special interest
Philosophical purpose and methodologies		
<ul style="list-style-type: none"> use philosophical methodology to explore positions relating to the area of special interest selects appropriate evidence to communicate coherent philosophical arguments 	<ul style="list-style-type: none"> apply appropriate modes of enquiry in critically analysing philosophical positions relating to the area of special interest synthesise ideas and information to communicate coherent philosophical arguments 	<ul style="list-style-type: none"> understand how philosophical methodology can be used to explore positions relating to the area of special interest undertakes guided philosophical enquiry

A Course	T Course	M Course
Significance and lived experience		
<ul style="list-style-type: none"> • explore philosophical ideas relating to the area of special interest to investigate problems and inform decision-making • recognise how the area of special interest contributes to an understanding of ourselves and our place in the world 	<ul style="list-style-type: none"> • reflect with philosophical clarity on their own thinking and that of others relating to the area of special interest • articulate the extent to which the area of special interest contributes to an understanding of ourselves and our place in the world 	<ul style="list-style-type: none"> • understand how philosophical ideas relating to the area of special interest are relevant to everyday life
Philosophical communication		
<ul style="list-style-type: none"> • evaluate and develop philosophical arguments • present ideas and information in a clear, logical, and precise manner • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • use critical reasoning to analyse, evaluate, and develop philosophical arguments engaging with primary and secondary sources • synthesise ideas and information in a clear, logical, and precise • use appropriate evidence and referencing 	<ul style="list-style-type: none"> • understand philosophical arguments • use ideas and information in a clear way • acknowledge sources

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided that it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

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 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 over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of 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, T and M course/units offered by the school and is sent into 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, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all 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 the *Requirements for Moderation Memoranda* and Information Papers.

Visual evidence for judgements made about practical performances

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Angela Jones	Burgmann Anglican School
Andrew Clissold	Burgmann Anglican School
Adrian Poole	Gungahlin College
Sadjad Soltanzadeh	Lyneham High School
Peter Dam	Melba Copland Secondary School
Winifred Lamb	Narrabundah College
Bill Weigall	Radford College

Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Philosophy
Classification/s:	A T M
Accredited from:	2018
Framework:	Philosophy 2016