



Philosophy

A / T / M

Front 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:

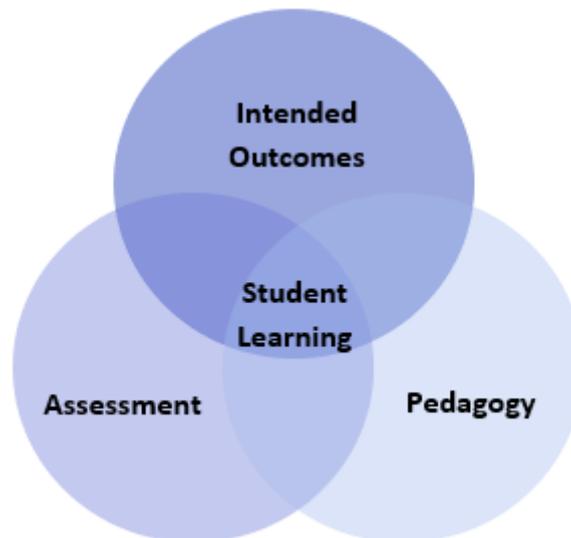
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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, establishes a rich learning environment, and generates 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, for example, 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 through different procedures such as formal logic, 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 information, for example, in relation to correlation between the variables or mean differences, geometrical modelling and $v-1$.

Information and Communication Technology (ICT) Capability

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, for example, the relationship between themselves and technology, the ethical implications of technological advancement and the practice of 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 broadly and deeply into the implications of their investigation of philosophical topics. The demands of philosophical inquiry include the ability to pose pertinent 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 in leading an examined life. Philosophical study enhances their communication and teamwork skills, as they have opportunities to work both collaboratively in teams and independently as part of their learning and research in philosophy. Students develop philosophical inquiry and dialogical skills to clarify, express and justify their views. 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 philosophical ideas, individuals, and diverse groups in the modern world.

Ethical Understanding

Ethical understanding provides opportunities for students to explore and understand the diverse ethical perspectives and circumstances that shaped the ideas and behaviours of people in the past and present. Students have opportunities both independently and collaboratively to explore the values, beliefs and principles that underlie a diverse range of world issues.

Intercultural Understanding

Intercultural understanding is a vital part of learning in philosophy. Students explore the different ideas and behaviours of a range of cultural groups and develop an appreciation of the diversity in the world. 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 philosophical ideas, deep knowledge traditions and holistic world views. This knowledge and understanding enriches 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.

Asia and Australia's Engagement with Asia

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

Sustainability

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

Philosophy

A/T/M

Rationale

Philosophy empowers students to reflect on themselves and the world. They investigate the challenges faced by individuals and society and interrogate approaches used to address questions, and consider solutions to, those challenges. Students critically analyse and deploy philosophical ideas from a range of periods and cultures to understand enduring problems and critique accepted wisdoms and arguments about solutions. They refine analytical and critical thinking skills and learn to question and challenge assumptions about the world around them.

Students develop the skills of philosophical inquiry, such as logic, textual analysis, respectful dialogue, and the precise communication of ideas that allow them to evaluate, apply and communicate philosophical ideas and their conclusions about self, life, and the world logically and coherently. In doing so, students develop general capabilities in thinking, research, literacy, and skills applicable to all areas of study and life.

Philosophical skills, knowledge and understanding support students to become engaged, active, and reflexive citizens. As such, the study of Philosophy provides knowledge, skills and understanding to interpret and change the world, and can be utilised in a wide range of pathways and for living an examined life.

Goals

This course should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

Unit Titles

- Knowledge and Knowing
- Existence and Reality
- Judgement and Value
- Philosophy in the World
- Independent Study

Organisation of Content

Knowledge and Knowing

In this unit, students investigate and interrogate the nature of knowledge claims, and their assumptions and foundations. They evaluate claims to knowledge in a variety of academic and popular contexts. Students critically analyse the epistemologies of knowledge claims by applying established epistemological arguments and their own insights and propositions, including logic and First Nations Australian epistemologies.

Students apply their understanding and critical and logical thinking to draw conclusions about epistemological problems and communicate their insights. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, existing scholarship, and popular epistemologies to address the perspectives and ideas of others and reflect on their own understanding of philosophy.

Existence and Reality

In this unit, students explore the nature of existence and reality. They interrogate the philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including Metaphysics. Students examine their assumption of their own existence, and that of others, and apply their experience of this existence to evaluate claims about the fundamental nature of how they exist and the reality that they exist in, including notions of origin, self, transformation, and death. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, existing scholarship, and popular notions of existence and reality to address the perspectives and ideas of others and reflect on their own understanding of existence and reality.

Judgement and Value

In this unit, students explore the nature of judgement and value. They evaluate these philosophies to universal and particular human dilemmas and consider the significance and effects of their conclusions. They critically analyse the validity of individual and collective judgements around value. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, existing scholarship, and popular notions of value, such as ethical or aesthetic judgements, to address the perspectives and ideas of others, and refine their own values and their justification of these commitments.

Philosophy in the World

In this unit, students investigate issues in the world, applying significant philosophical theories and methods to better understand the beliefs, judgements and thinking of the actors involved, and to assist in the construction of their own robust and well-informed beliefs. Students relate the issues to their own lived experience to find parallels and give insights into their own conduct, assumptions and thinking. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, current debates in philosophical scholarship, on issues in the world to address the perspectives and ideas of others and refine their own values and ideas and their justification of these commitments.

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

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

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 must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

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 Humanities and Social Sciences 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 histories, environments, systems, data, and cultures analyses the significance of issues/events analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture analyses concepts in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data, and cultures explains the significance of issues/events explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture explains concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures describes the significance of issues/events describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes some histories, environments, systems, data, and cultures identifies issues/events and their significance describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture describes some concepts and principles in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> identifies histories, environments, systems, data, and cultures identifies issues/events with little to no reference to their significance recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates complex ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments appropriately using relevant evidence, appropriate language, and accurate referencing reflects on own thinking and learning and the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources applies few critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem communicates ideas and arguments using some evidence, appropriate language and referencing reflects on own learning with some reference to the significance of the Humanities and Social Sciences 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge identifies minimal different disciplines' theories, concepts, and principles to inform decision making to solve a problem communicates basic ideas and arguments using minimal evidence, language and referencing reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Achievement Standards Humanities and Social Sciences 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"> evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture critically analyses processes of change to understand our world and our place in the world critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture analyses processes of change to understand our world and our place in the world analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> explains histories, environments, systems, data, and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture explains processes of change to understand our world and our place in the world explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures demonstrating some understanding individual and collective behaviour describes issues/events and identifies its significance with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture describes processes of change to understand our world and our place in the world describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and/or historical context 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to its significance and minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture identifies processes of change with little to no reference our world and our place in the world identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on critical evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect synthesises theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language, and accurate referencing reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on critical analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments applicably using relevant evidence, appropriate language, and accurate referencing reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments using some evidence, appropriate language, and accurate referencing reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas and arguments using minimal evidence, language, and accurate referencing reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good

Achievement Standards Humanities and Social Sciences 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 histories, environments, systems, data, and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses and evaluates processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> explains histories, environments, systems, data, and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts analyses processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures to understand individual and collective behaviour describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts explains processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impacts with some use of evidence identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts describes processes of change to understand our world and our place in the world 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts identifies processes of change with little to no reference to our world and our place in the world
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem, or challenge selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making communicates applicable ideas and arguments in modes using relevant evidence, appropriate language, and accurate referencing 	<ul style="list-style-type: none"> undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates ideas and arguments in modes using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge selects, constructs, and uses appropriate representations and identifies few or no patterns, trends, interconnections, and relationships such as cause and effect reflects with little or no thought on own learning or the significance of Humanities and Social Sciences identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making communicates basic ideas and arguments in modes using minimal evidence, language or referencing

Achievement Standards Humanities and Social Sciences 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"> evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> explains histories, environments, systems, data, and cultures to understand individual and collective behaviour explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour describes issues/events and identifies their significance and impact with some use of evidence describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and or historical contexts 	<ul style="list-style-type: none"> describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour identifies issues/events with little to no reference to their significance and impact with minimal use of evidence identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and or historical contexts
Skills	<ul style="list-style-type: none"> applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good synthesises theories, concepts, and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing 	<ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing 	<ul style="list-style-type: none"> applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language, and accurate referencing 	<ul style="list-style-type: none"> applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources selects, constructs, and uses appropriate representations to identify some patterns, trends, interconnections, and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates ideas in modes and arguments using some evidence, appropriate language and referencing 	<ul style="list-style-type: none"> applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence selects, constructs, and uses appropriate representations to identify few or no patterns, trends, interconnections, and relationships such as cause and effect reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making communicates basic ideas in modes and arguments using minimal evidence, language and referencing

Achievement Standards Humanities and Social Sciences 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 a significant issue/event with independence describes different perspectives and interpretations of an issue/event with independence 	<ul style="list-style-type: none"> describes a significant issue/event with some independence describes different perspectives and interpretations of an issue/event with some independence 	<ul style="list-style-type: none"> describes a significant issue/event with assistance describes different perspectives and interpretations of an issue/event with assistance 	<ul style="list-style-type: none"> describes a significant issue/event with repeated cueing describes different perspectives and interpretations of an issue/event with repeated cueing 	<ul style="list-style-type: none"> describes a significant issue/event with direct instruction describes different perspectives and interpretations of an issue/event with direct instruction
Skills	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with independence applies appropriate methodology to investigate a need, problem, or challenge with independence describes relationships such as cause and effect with independence draws ideas from different disciplines to propose a solution to a problem with independence communicates ideas using appropriate language with independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with some independence applies appropriate methodology to investigate a need, problem, or challenge with some independence describes relationships such as cause and effect with some independence draws ideas from different disciplines to propose a solution to a problem with some independence communicates ideas using appropriate language with some independence 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with assistance applies appropriate methodology to investigate a need, problem, or challenge with assistance describes relationships such as cause and effect with assistance draws ideas from different disciplines to propose a solution to a problem with assistance communicates ideas using appropriate language with assistance 	<ul style="list-style-type: none"> undertakes an inquiry, self-managing the process with repeated cueing applies appropriate methodology to investigate a need, problem, or challenge with repeated cueing describes relationships such as cause and effect with repeated cueing draws ideas from different disciplines to propose a solution to a problem with repeated cueing communicates ideas using appropriate language with repeated cueing 	<ul style="list-style-type: none"> undertakes an inquiry with direct instruction applies appropriate methodology to investigate a need, problem, or challenge with direct instruction describes relationships such as cause and effect with direct instruction draws ideas from different disciplines to propose a solution to a problem with direct instruction communicates ideas using appropriate language with direct instruction

Knowledge and Knowing

Value: 1.0

Knowledge and Knowing a

Value 0.5

Knowledge and Knowing b

Value 0.5

Unit Description

In this unit, students investigate and interrogate the nature of knowledge, its existence, assumptions, and foundations. They evaluate claims to knowledge claims in a variety of academic and popular contexts. Students critically analyse the epistemologies of knowledge claims by applying established epistemological arguments and their own insights and propositions, including logic and First Nations Australian epistemologies. Students apply their understanding and critical and logical thinking to propose solutions to epistemological problems and communicate their insights. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, existing scholarship, and popular epistemologies to address the perspectives and ideas of others and reflect on their own understanding of philosophy.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • analyse the nature of knowledge to evaluate its assumptions, and foundations • analyse claims to knowledge in a variety of academic and popular contexts • analyse a range of arguments and positions in epistemology • apply philosophical understanding and logical thinking to propose solutions to epistemological problems 	<ul style="list-style-type: none"> • critically analyse the nature of knowledge to evaluate its assumptions, and foundations • evaluate claims to knowledge in a variety of academic and popular contexts • critically analyse a range of arguments and positions in epistemology • synthesise philosophical understanding and logical thinking to questions and propose solutions to epistemological problems 	<ul style="list-style-type: none"> • describe a knowledge problem • describe types of knowledge • apply philosophical method to their own knowledge claims

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Theories, Concepts and Knowledge		
<ul style="list-style-type: none"> • analyse the nature of knowledge to evaluate its assumptions, and foundations, including logic, for example, Justified True Belief, theories of truth, Gettier problems, Scepticism, Rationalism, Empiricism, Pragmatism, Revelation, Songlines • analyse a range of arguments and philosophical positions in epistemology, for example, glosses on or extracts from Plato <i>The Republic</i> (Book Seven-Allegory of the Cave), Black Swan Problem, Feathered dinosaurs and <i>Jurassic Park</i>, <i>A Beautiful Mind</i>, <i>Temple Grandin-Movie</i> • analyse claims to knowledge in a variety of academic and popular contexts, including their own, for example, disciplinary epistemologies, religious truth, memory as knowledge, scientific world view, language prejudice, cultural prejudice, the internet, conspiracy theories, meme theory, grammar, wild children, qualia, Mary’s Room, educational philosophies, 	<ul style="list-style-type: none"> • critically analyse the nature of knowledge to evaluate its assumptions, and foundations, including logic, for example, Justified True Belief, theories of truth, Gettier problems, Scepticism, Rationalism, Empiricism, Pragmatism, Revelation, Songlines • critically analyse a range of arguments and philosophical positions in epistemology, for example, glosses on or extracts from Plato <i>The Republic</i> (Book Seven-Allegory of the Cave), David Hume, <i>Inquiries Concerning the Human Understanding</i> (Section Four Parts One and Two), Thomas Kuhn and Paradigm Shift in <i>The Structure of Scientific Revolutions</i> (Ch 5) • evaluate claims to knowledge in a variety of academic and popular contexts, including their own, for example, disciplinary epistemologies, religious truth, memory as knowledge, scientific world view, language prejudice, cultural prejudice, the internet, conspiracy theories, meme theory, grammar, wild children, qualia, Mary’s Room, educational philosophies 	<ul style="list-style-type: none"> • describe a knowledge problem, for example, reliable news sources, anecdotal evidence, social media • describe types of knowledge, for example, ‘know how and know of’, fiction as a source of knowledge, Science as a source of knowledge • apply philosophical method to their own knowledge claims, for example, researching reliable sources, cognitive bias, narrative knowledge, empiricism

A Course	T Course	M Course
Contexts		
<ul style="list-style-type: none"> analyse philosophical ideas from more than one philosophical tradition and school, including First Nations Australian, for example, the Presocratics, Rationalism, Empiricism, Scepticism, Buddhist Epistemology, Sophism, Modernism, Post-Modernism 	<ul style="list-style-type: none"> evaluate philosophical ideas from a range of philosophical traditions and schools, including First Nations Australian, for example, the Presocratics, Rationalism, Empiricism, Scepticism, Buddhist Epistemology, Sophism, Modernism, Post-Modernism 	<ul style="list-style-type: none"> describe another perspective to their own
Skills		
<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems apply understanding of epistemology and logical thinking to propose solutions to philosophical problems apply communication and interpersonal skills to participate in philosophical dialogues with others synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation use principles of academic integrity 	<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems synthesise understanding of epistemology and logical thinking to questions and propose solutions to philosophical problems apply communication and interpersonal skills to participate in philosophical dialogues with others synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation use principles of academic integrity 	<ul style="list-style-type: none"> apply inquiry skills to a problem communicate ideas using appropriate language use principles of academic integrity
Reflection		
<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on what they have learned reflect on learning habits to develop strategies for resilience and improvement

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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Existence and Reality

Value: 1.0

Existence and Reality a

Value 0.5

Existence and Reality b

Value 0.5

Unit Description

In this unit, students explore the nature of existence and reality. They interrogate the philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including Metaphysics. Students examine their assumption of their own existence, and that of others, and apply their experience of this existence to evaluate claims about the fundamental nature of how they exist and the reality that they exist in, including notions of origin, self, transformation, and death. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, existing scholarship, and popular notions of existence and reality to address the perspectives and ideas of others and reflect on their own understanding of existence and reality.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • analyse the nature of existence and reality to evaluate own perceptions and assumptions • analyse philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including metaphysical traditions • analyse theories of the self • apply philosophical understanding and logical thinking to propose solutions to problems of existence and reality 	<ul style="list-style-type: none"> • critically analyse the nature of existence and reality to evaluate own perceptions and assumptions • evaluate philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including metaphysical traditions • critically analyse theories of the self • synthesise philosophical understanding and logical thinking to questions and propose solutions to problems of existence and reality 	<ul style="list-style-type: none"> • describe some problems of perception • apply philosophical method to their own ideas about living a good life

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Theories, Concepts and Knowledge		
<ul style="list-style-type: none"> • analyse the nature of existence and reality to evaluate own perceptions and assumptions, for example, language and perception, mentalism and physicalism, dualism, atomism, Presocratic Metaphysics, Zen and impermanence of being, the existence of God, Dreamtime, Determinism and Free Will • analyse philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including Metaphysics, for example, glosses on or extracts from, for example, <i>The Bhagavad Gita</i>, <i>Star Trek - Episodes (Data Storylines, Borg storylines)</i>, <i>Little Miss Sunshine</i>, <i>Edmonds and Fraser- Undercover Robot</i>; <i>My First Year as a Human</i>, <i>Bladerunner</i>, <i>Bicentennial Man- Robin Williams</i>, <i>The Matrix</i>, <i>Ready Player One</i> • analyse claims made by, and implications, different theories of the self in a variety of academic and popular contexts, for example, <i>Star Trek Transporter Problem</i>, <i>Theseus's Ship</i>, <i>Dialogical Self</i>, <i>Bundle Theory</i>, <i>Category Mistake</i>, <i>Zombie Problem</i>, <i>Turing Test/AI</i>, <i>The Truman Show Allegory</i>, <i>Meinong Jungle</i> 	<ul style="list-style-type: none"> • critically analyse the nature of existence and reality to evaluate own perceptions and assumptions, for example, language and perception, mentalism and physicalism, dualism, atomism, Presocratic Metaphysics, Zen and impermanence of being, the existence of God, Dreamtime, Determinism and Free Will • evaluate philosophical notions of existence and reality by drawing on philosophies from a range of traditions, including Metaphysics, for example, glosses on or extracts from, for example, <i>The Bhagavad Gita</i>; Kierkegaard – <i>Either/Or Part Two</i>; Jean Paul Sartre – <i>Existentialism is a Humanism</i>; Karen Hanson - <i>The Self Imagined</i>; <i>Philosophical reflections on the social character of psyche</i>; Henri Bergson- <i>Introduction of Metaphysic</i> • evaluate claims made by, and implications, different theories of the self in a variety of academic and popular contexts, for example, <i>Star Trek Transporter Problem</i>, <i>Theseus's Ship</i>, <i>Dialogical Self</i>, <i>Bundle Theory</i>, <i>Category Mistake</i>, <i>Zombie Problem</i>, <i>Turing Test/AI</i>, <i>The Truman Show Allegory</i>, <i>Meinong Jungle</i> 	<ul style="list-style-type: none"> • describe some problems of perception • describe some ideas about living a good life

A Course	T Course	M Course
Contexts		
<ul style="list-style-type: none"> analyse philosophical ideas from a range of philosophical traditions and schools, for example, Existentialism, Atomism, Materialism, Mentalism, Zen, Substance Dualism, Theory of Forms, Neoplatonism, Scepticism 	<ul style="list-style-type: none"> evaluate philosophical ideas from a range of philosophical traditions and schools, for example, Existentialism, Atomism, Materialism, Mentalism, Zen, Substance Dualism, Theory of Forms, Neoplatonism, Scepticism 	<ul style="list-style-type: none"> describe another perspective to their own on living a good life or on problems of perception
Skills		
<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems apply understanding of existence and reality and logical thinking to propose solutions to philosophical problems apply communication and interpersonal skills to participate in philosophical dialogues with others synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation use principles of academic integrity 	<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems synthesise understanding of existence and reality and logical thinking to question and propose solutions to philosophical problems apply communication and interpersonal skills to participate in philosophical dialogues with others synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation use principles of academic integrity 	<ul style="list-style-type: none"> apply inquiry skills to a problem communicate ideas using appropriate language use principles of academic integrity
Reflection		
<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on what they have learned reflect on learning habits to develop strategies for resilience and improvement

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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Judgement and Value

Value: 1.0**Judgement and Value a****Value 0.5****Judgement and Value b****Value 0.5**

Unit Description

In this unit, students explore the nature of judgement and value. They evaluate these philosophies to universal and particular human dilemmas and consider the significance and effects of their conclusions. They critically analyse the validity of individual and collective judgements around value. They develop skills relevant to forming philosophical positions and enter into constructive, logical, and critical dialogue with other people, existing scholarship, and popular notions of value, such as ethical or aesthetic judgements, to address the perspectives and ideas of others, and refine their own values and their justification of these commitments.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> analyse the nature of value to evaluate its foundations and assumptions analyse philosophies of value in a variety of academic and popular contexts analyse a range of arguments and positions in philosophies pertaining to value apply understanding of philosophy of value and logical thinking to propose solutions to universal and particular human problems 	<ul style="list-style-type: none"> critically analyse the nature of judgement and value to evaluate its foundations and assumptions evaluate philosophies of value in a variety of academic and popular contexts critically analyse a range of arguments and positions in philosophies pertaining to judgement and value synthesise understanding of philosophy of value and methodologies to draw conclusions and make judgements about universal and particular human problems 	<ul style="list-style-type: none"> describe some problems of value describe some ideas about value, including ethical and aesthetic ideas apply philosophical method to their own ideas about beauty, right and wrong

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Theories, Concepts and Knowledge		
<ul style="list-style-type: none"> • analyse the nature of value to evaluate its foundations and assumptions, including theories of Ethics and Aesthetics, for example, deontological, teleological, virtue ethics, Nihilism, Romanticism, Utilitarianism, Formalism, Hedonism, Aestheticism, Situational Ethics, Divine Command, artistic traditions, First Nations Ethics and Aesthetics • analyse philosophies of value to universal and particular human dilemmas and consider the significance and effects of their conclusions, for example, glosses on or extracts from Michel de Montaigne <i>Essays</i> (30- Of Cannibals), Kamehameha the Great - Rule of the Broken Paddle, The Good Place, Stan Groom- Would you Eat your Cat? <i>Who the #*\$ is Jackson Pollack?</i> Wall – E 	<ul style="list-style-type: none"> • critically analyse the nature of judgements and value to evaluate its foundations and assumptions, for example, deontological, teleological, virtue ethics, Nihilism, Romanticism, Utilitarianism, Formalism, Hedonism, Aestheticism, Situational Ethics, Divine Command, artistic traditions, First Nations Ethics and Aesthetics • evaluate philosophies of value to universal and particular human dilemmas and consider the significance and effects of judgements and conclusions, for example, glosses on or extracts from John Stuart Mill 'On Utilitarianism', Emmanuel Kant - <i>On Aesthetic Taste</i>, Fredrich Nietzsche – <i>Beyond Good and Evil</i>, Aristotle - <i>Nicomachean Ethics</i> (Book One), Susan Wolf - <i>Meaning in Life</i>, Francis Schaeffer- <i>Art and The Bible</i>, Gertrude Anscombe – <i>Mr Truman's Degree</i>, Dietrich Bonhoeffer- <i>Ethics</i> 	<ul style="list-style-type: none"> • describe some problems of value • describe some ideas about value, including ethical and aesthetic ideas

A Course	T Course	M Course
<ul style="list-style-type: none"> analyse the validity of individual and collective, decision making around value, for example, Ursula le Guin ‘The Ones Who Walk Away from Omelas’, trolley problem, doctrine of double effect, Natural Rights, rights versus responsibilities, categorical imperative, possibility of altruism, objectivity of beauty, subjectivity of taste, must art be beautiful? location of beauty, golden ratio, educated taste, “Would you plug into the happiness machine?” 	<ul style="list-style-type: none"> critically analyse the validity of individual and collective, decision making and judgements around value, for example, Ursula le Guin ‘The Ones Who Walk Away from Omelas’, trolley problem, doctrine of double effect, Natural Rights, rights versus responsibilities, categorical imperative, possibility of altruism, objectivity of beauty, subjectivity of taste, must art be beautiful? location of beauty, golden ratio, educated taste, “Would you plug into the happiness machine?” 	<ul style="list-style-type: none"> apply some ideas about beauty, right and wrong
Contexts		
<ul style="list-style-type: none"> analyse philosophical ideas from a range of philosophical traditions and schools, for example, Utilitarianism, Relativism, Virtue Ethics, Deontological Ethics, Confucianism, Taoism, Situational Ethics, Formalism, Aestheticism, Romanticism, First Nations traditions 	<ul style="list-style-type: none"> evaluate philosophical ideas from a range of philosophical traditions and schools, for example, Utilitarianism, Relativism, Virtue Ethics, Deontological Ethics, Confucianism, Taoism, Situational Ethics, Formalism, Aestheticism, Romanticism, First Nations traditions 	<ul style="list-style-type: none"> describe another perspective to their own on aesthetics, right and wrong
Skills		
<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems apply understanding of judgement, value, and logical thinking to draw conclusions about philosophical problems apply communication and interpersonal skills to participate in philosophical dialogues with others 	<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems synthesise understanding of judgement, value, and logical thinking to question and draw conclusions about philosophical problems apply communication and interpersonal skills to participate in philosophical dialogues with others 	<ul style="list-style-type: none"> apply inquiry skills to a problem communicate ideas using appropriate language

A Course	T Course	M Course
<ul style="list-style-type: none"> • synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation • use principles of academic integrity 	<ul style="list-style-type: none"> • synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation • use principles of academic integrity 	<ul style="list-style-type: none"> • use principles of academic integrity
Reflection		
<ul style="list-style-type: none"> • reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world • reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> • reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world • reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> • reflect on what they have learned • reflect on learning habits to develop strategies for resilience and improvement

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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Theories, Concepts and Knowledge		
<ul style="list-style-type: none"> • analyse the philosophical nature of world issues and discussions concerning them, for example, metaphysical problems of technology; ethical propositions about war; epistemological problems in climate change politics; philosophy of language in public rhetoric; aesthetics, ethics, and Art censorship; Political philosophy and the labour, class, and ownership; Feminism and gender equity • analyse philosophical theories, including Ethics, and methods used to understand world issues, for example, Peter Singer - <i>Animal Liberation</i>, Hannah Arendt- Eichmann in Jerusalem (Banality of Evil), Alain Badiou Philosophy for Militants, Alain de Botton – <i>Consolations of Philosophy</i>, <i>Philosophy Bites</i>, Mary Wollstonecraft- <i>Declaration of the Rights of Woman</i>, <i>Arrival (2016 Film)</i> • analyse their own beliefs and lived experience concerning world issues to find parallels with philosophical analyses, giving practical insights into their own behaviour, assumptions and thinking in order to consider changes, for example, social media use, veganism, just war theory, UN Declaration of Human Rights, consumer activism, protest, gender relations, poverty in Australia 	<ul style="list-style-type: none"> • evaluate the philosophical nature of world issues and discussions concerning them, for example, metaphysical problems of technology; ethical propositions about war; epistemological problems in climate change politics; philosophy of language in public rhetoric; aesthetics, ethics, and Art censorship; Political philosophy and the labour, class, and ownership; Feminism and gender equity • evaluate philosophical theories, including Ethics, and methods used to understand world issues, for example, Peter Singer - <i>Animal Liberation</i>, Hannah Arendt- Eichmann in Jerusalem (Banality of Evil), Alain Badiou Philosophy for Militants, Alain de Botton – <i>Consolations of Philosophy</i>, <i>Philosophy Bites</i>, Mary Wollstonecraft- <i>Declaration of the Rights of Woman</i>, <i>Arrival (2016 Film)</i> • evaluate their own beliefs and lived experience concerning world issues to find parallels with philosophical analyses, giving practical insights into their own behaviour, assumptions and thinking in order to consider changes, for example, social media use, veganism, just war theory, UN Declaration of Human Rights, consumer activism, protest, gender relations, poverty in Australia 	<ul style="list-style-type: none"> • describe some philosophical problems in the world • apply philosophical method to their own ideas about the world

A Course	T Course	M Course
Contexts		
<ul style="list-style-type: none"> analyse the application of philosophical ideas to world issues from a range of philosophical traditions and schools, for example, Lipstick Feminism, Deep Ecology, Pacifism, Unionism, Orientalism, Postcolonialism, Multiculturalism, Nationalism, Economic Liberalism, Fundamentalism, Liberalism, Democratic Schooling 	<ul style="list-style-type: none"> evaluate the application of philosophical ideas to world issues from a range of philosophical traditions and schools, for example, Lipstick Feminism, Deep Ecology, Pacifism, Unionism, Orientalism, Postcolonialism, Multiculturalism, Nationalism, Economic Liberalism, Fundamentalism, Liberalism, Democratic Schooling 	<ul style="list-style-type: none"> describe another perspective to their own on problems in the world
Skills		
<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems apply understanding of philosophy and logical thinking to propose solutions to philosophical problems apply communication and interpersonal skills to build critical dialogues with others synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation use principles of academic integrity 	<ul style="list-style-type: none"> apply inquiry skills and disciplinary methodology to investigate philosophical problems synthesise understanding of philosophy and logical thinking to questions and propose solutions to philosophical problems apply communication and interpersonal skills to build critical dialogues with others synthesise philosophical understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre, for example, essay, dialogue, debate, oral presentation use principles of academic integrity 	<ul style="list-style-type: none"> apply inquiry skills to a problem communicate ideas using appropriate language use principles of academic integrity
Reflection		
<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world 	<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world 	<ul style="list-style-type: none"> reflect on what they have learned

A Course	T Course	M Course
<ul style="list-style-type: none"> reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on learning habits to develop strategies for resilience and improvement

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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

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"> analyse the concepts, ideas and problems raised by the area of study analyse their own experiences and ideas about the area of study analyse philosophical ideas relevant to the area of study apply philosophical understanding and logical thinking to propose solutions to philosophical problems raised by the chosen area of study 	<ul style="list-style-type: none"> critically analyse the concepts, ideas and problems raised by the area of study evaluate their own experiences and ideas about the area of study evaluate philosophical ideas relevant to the area of study synthesize philosophical understanding and logical thinking to propose solutions to philosophical problems raised by the chosen area of study 	<ul style="list-style-type: none"> describe some philosophical problems raised by the area of study apply philosophical method to area of study

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Theories, Concepts and Knowledge		
<ul style="list-style-type: none"> analyse the concepts, ideas and problems raised by the area of study 	<ul style="list-style-type: none"> critically analyse the concepts, ideas and problems raised by the area of study 	<ul style="list-style-type: none"> describe some philosophical problems raised by the area of study

A Course	T Course	M Course
<ul style="list-style-type: none"> analyse their own experiences and ideas about the area of study analyse philosophical ideas relevant to the area of study 	<ul style="list-style-type: none"> evaluate their own experiences and ideas about the area of study evaluate philosophical ideas relevant to the area of study 	<ul style="list-style-type: none"> apply philosophical method to area of study
Contexts		
<ul style="list-style-type: none"> evaluate philosophical ideas from a range of philosophical traditions and schools 	<ul style="list-style-type: none"> analyse philosophical ideas from a range of philosophical traditions and schools 	<ul style="list-style-type: none"> describe another perspective to their own on problems in the area of study
Skills		
<ul style="list-style-type: none"> applies inquiry skills and disciplinary methodology to investigate problems in philosophy synthesize understanding and critical and logical thinking to draw conclusions about philosophical problems apply communication and interpersonal skills to build critical dialogues with others synthesise understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre apply academic integrity and ethical practices to scholarship 	<ul style="list-style-type: none"> applies inquiry skills and disciplinary methodology to investigate problems in philosophy apply understanding and critical and logical thinking to questions and draw conclusions about philosophical problems apply communication and interpersonal skills to build critical dialogues with others synthesise understanding, logic, and communication skills to communicate conclusions using the conventions of the chosen genre apply academic integrity and ethical practices to scholarship 	<ul style="list-style-type: none"> apply inquiry skills to a problem communicate ideas using appropriate language use principles of academic integrity
Reflection		
<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on the development of own philosophical understanding and the significance of that learning to their participation in the world reflect on learning habits to develop strategies for resilience and improvement 	<ul style="list-style-type: none"> reflect on what they have learned reflect on learning habits to develop strategies for resilience and improvement

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 emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 9-11.

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

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	To use ideas from critics or scholars to inform an analysis
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:	2023
Framework:	Humanities and Social Sciences 2019