Philosophy & Reason subject report

2021 cohort

February 2022

Contents

Introduction

Despite the challenges brought about by the COVID-19 pandemic, Queensland's education community can look back on 2021 with satisfaction at having implemented the first full assessment cycle in the new Queensland Certificate of Education (QCE) system. That meant delivering three internal assessments and one external assessment in each General subject.

This report analyses that cycle — from endorsing summative internal assessment instruments to confirming internal assessment marks, and designing and marking external assessment. It also gives readers information about:

- applying syllabus objectives in the design and marking of internal and external assessments
- patterns of student achievement.

The report promotes continuous improvement by:

- identifying effective practices in the design and marking of valid, accessible and reliable assessments
- recommending where and how to enhance the design and marking of valid, accessible and reliable assessment instruments
- providing examples of best practice where relevant, possible and appropriate.

Audience and use

This report should be read by school leaders, subject leaders and teachers to:

- inform teaching and learning and assessment preparation
- assist in assessment design practice
- assist in making assessment decisions
- help prepare students for external assessment.

The report is publicly available to promote transparency and accountability. Students, parents, community members and other education stakeholders can learn about the assessment practices and outcomes for General subjects (including alternative sequences (AS) and Senior External Examination (SEE) subjects, where relevant) and General (Extension) subjects.

Report preparation

The report includes analyses of data and other information from endorsement, confirmation and external assessment processes. It also includes advice from the chief confirmer, chief endorser and chief marker, developed in consultation with and support from QCAA subject matter experts.

![icon] Subject data summary

Subject completion

The following data includes students who completed the General subject or AS.

For the purposes of this report, while the 2021 summative units for the AS are AS units 1 and 2, this information will be included with the General summative Units 3 and 4.

Note: All data is correct as at 17 December 2021. Where percentages are provided, these are rounded to two decimal places and, therefore, may not add up to 100%.

Number of schools that offered the subject: 32.

Completion of units	Unit 1	Unit 2	Units 3 and 4
Number of students completed	743	686	582

Units 1 and 2 results

Number of students	Satisfactory	Unsatisfactory
Unit 1	695	48
Unit 2	644	42

Units 3 and 4 internal assessment (IA) results

Total marks for IA
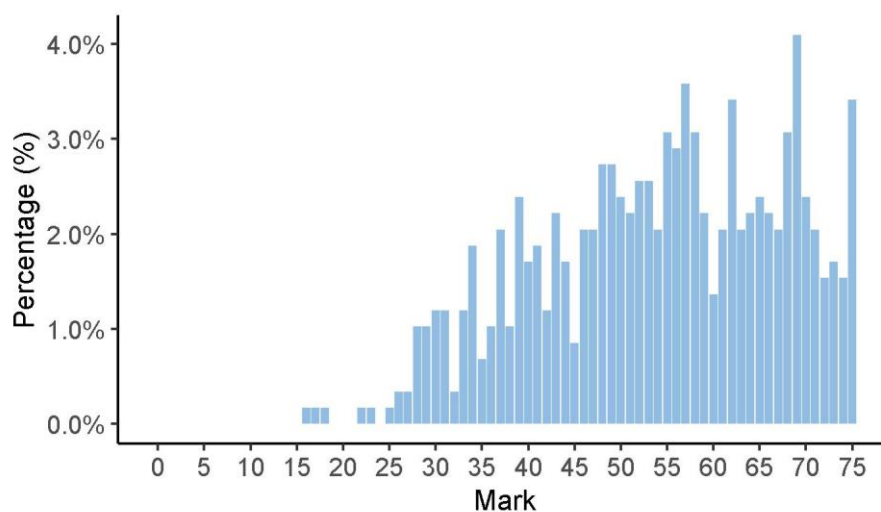
IA1 marks

IA1 total
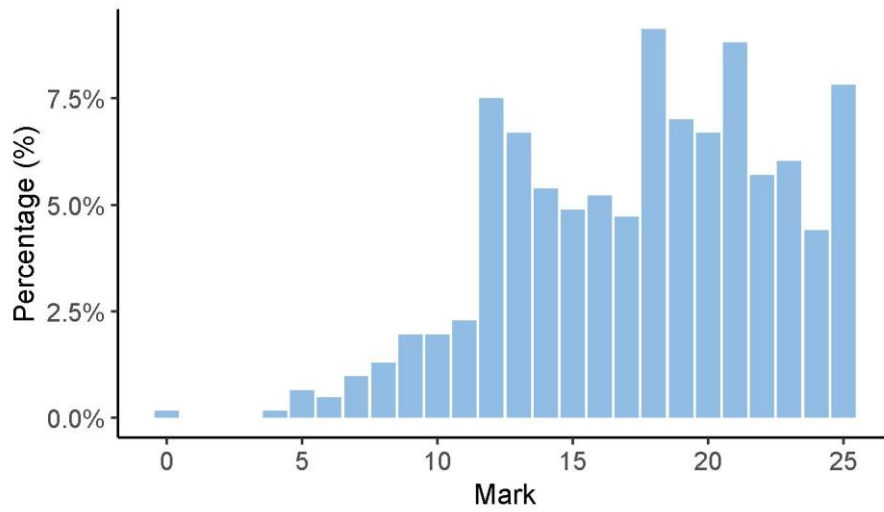
IA1 Criterion: Defining, using and explaining
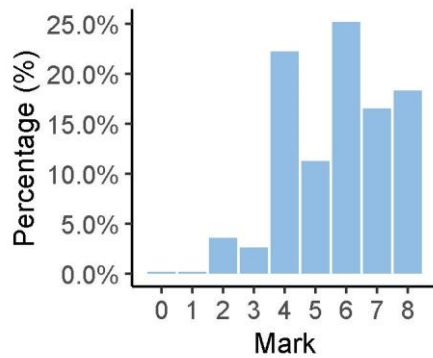
IA1 Criterion: Interpreting and analysing
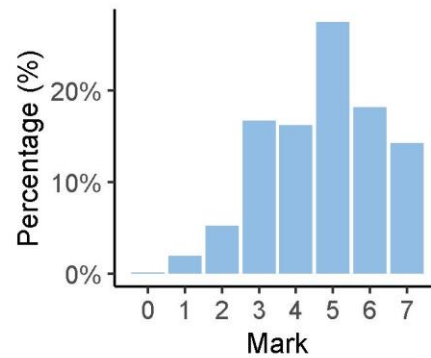
IA1 Criterion: Organising, synthesising and evaluating
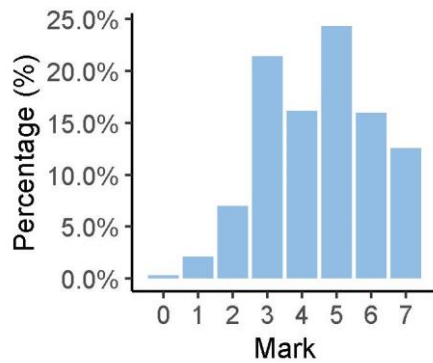
IA1 Criterion: Creating and communicating
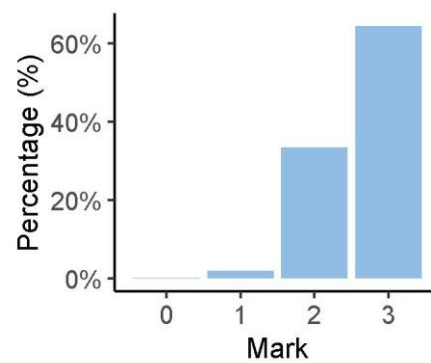
IA2 marks

IA2 total
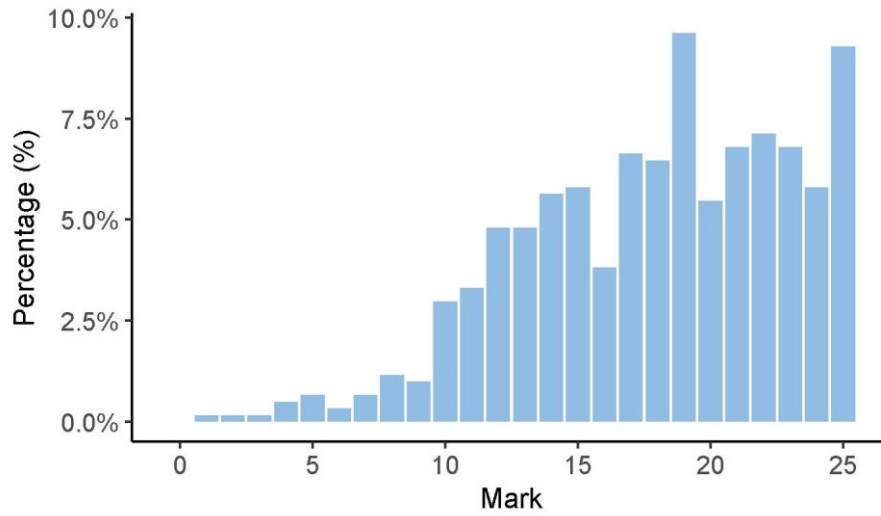
IA2 Criterion: Defining, using and explaining
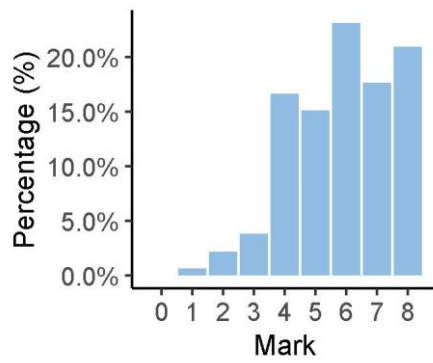
IA2 Criterion: Interpreting and analysing
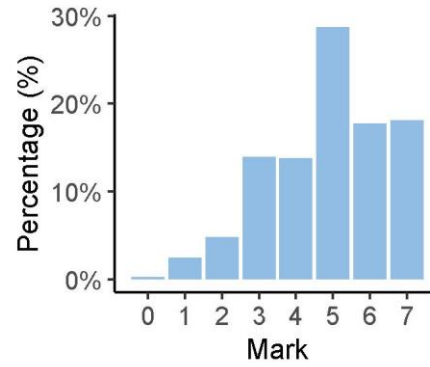
IA2 Criterion: Organising, synthesising and evaluating
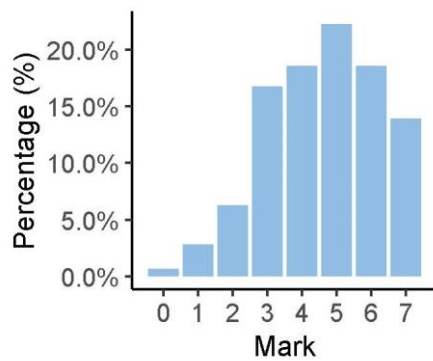
IA2 Criterion: Creating and communicating
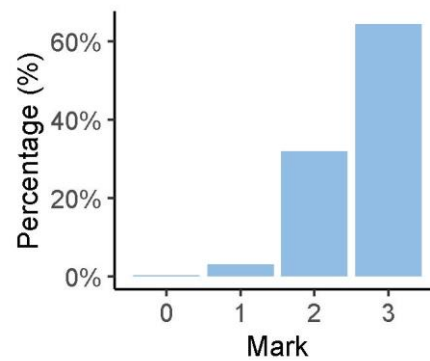
IA3 marks

IA3 total
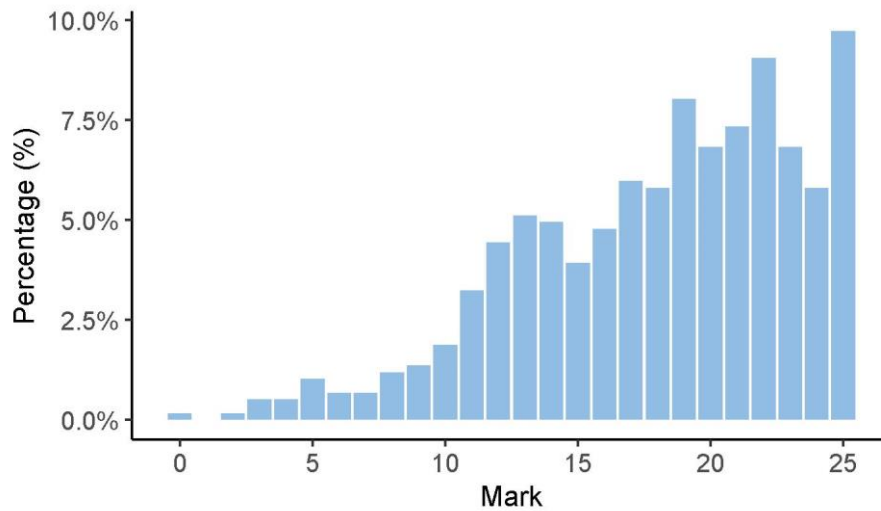
IA3 Criterion: Defining, using and explaining
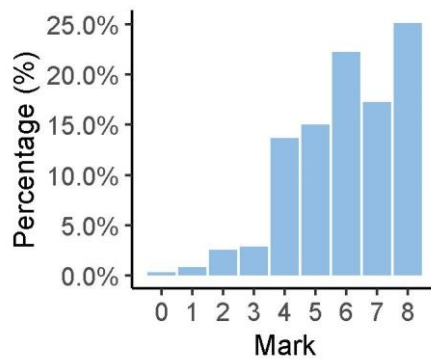
IA3 Criterion: Interpreting and analysing
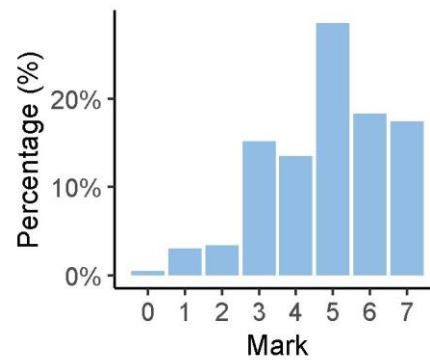
IA3 Criterion: Organising, synthesising and evaluating
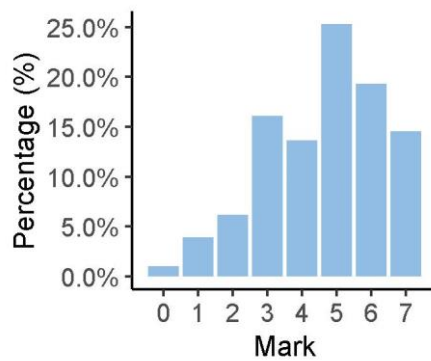
IA3 Criterion: Creating and communicating
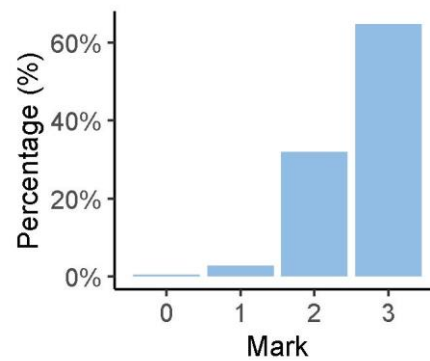
External assessment (EA) marks
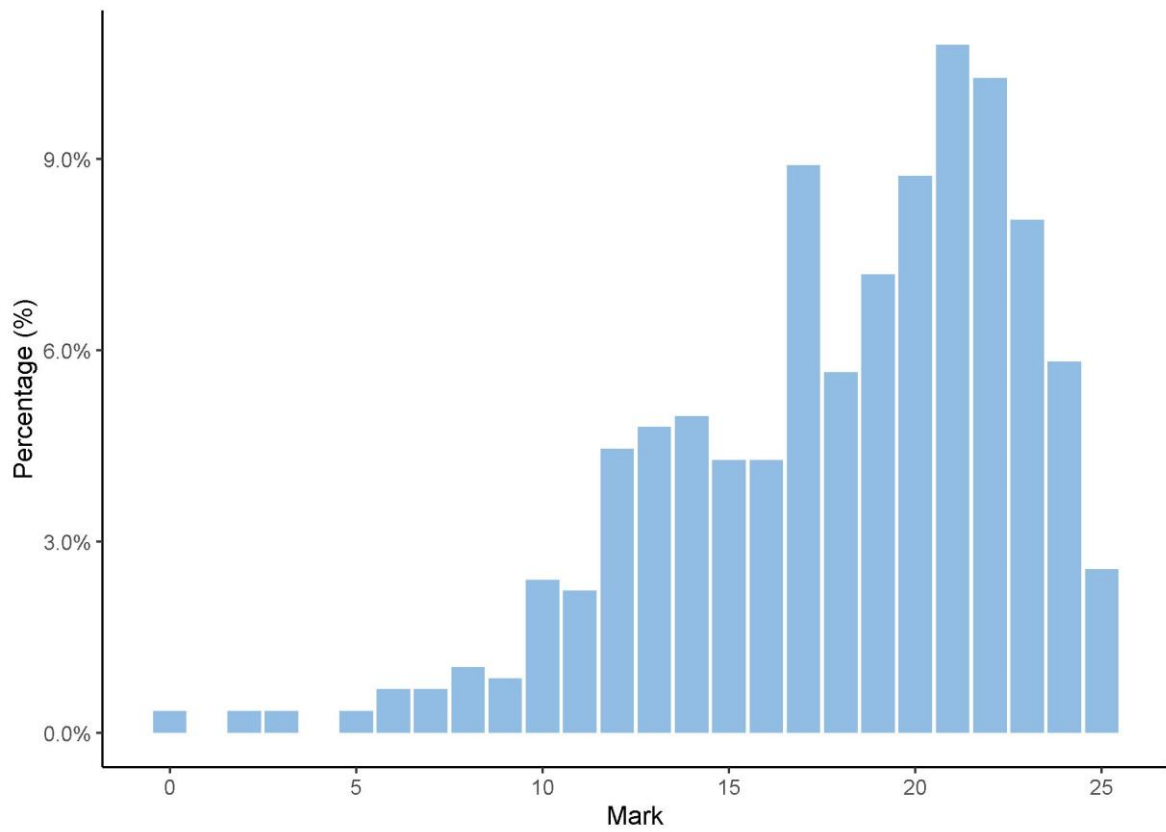
Final subject results

Final marks for IA and EA
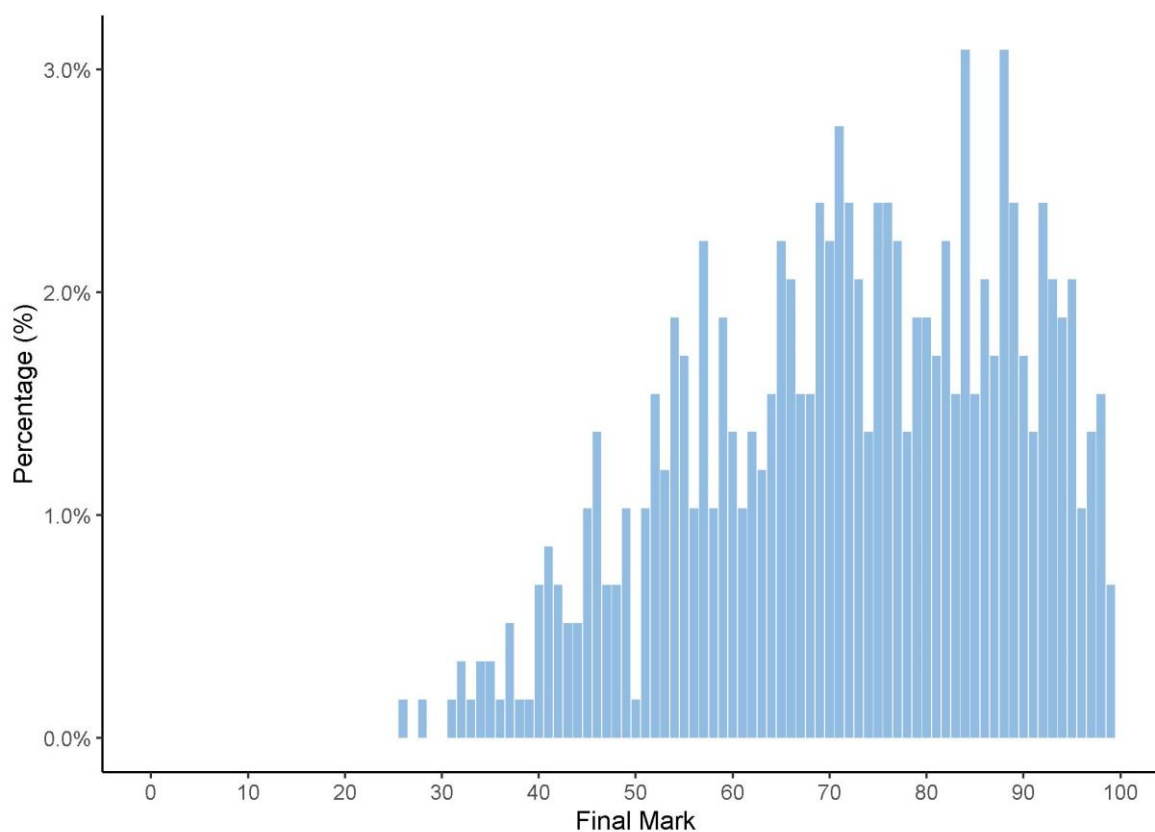
Grade boundaries

The grade boundaries are determined using a process to compare results on a numeric scale to the reporting standards.

Standard	A	B	C	D	E
Marks achieved	100–82	81–63	62–43	42–16	15–0

Distribution of standards

The number of students who achieved each standard across the state is as follows.

Standard	A	B	C	D	E
Number of students	201	217	136	28	0

Internal assessment

The following information and advice pertain to the assessment design and assessment decisions for each IA in Units 3 and 4. These instruments have undergone quality assurance processes informed by the attributes of quality assessment (validity, accessibility and reliability).

Endorsement

Endorsement is the quality assurance process based on the attributes of validity and accessibility. These attributes are categorised further as priorities for assessment, and each priority can be further broken down into assessment practices.

Data presented in the Assessment design section identifies the reasons why IA instruments were not endorsed at Application 1, by the priority for assessments. An IA may have been identified more than once for a priority for assessment, e.g. it may have demonstrated a misalignment to both the subject matter and the assessment objective/s.

Refer to the quality assurance tools for detailed information about the assessment practices for each assessment instrument.

Percentage of instruments endorsed in Application 1

Number of instruments submitted	IA1	IA2	IA3
Total number of instruments	32	32	32
Percentage endorsed in Application 1	31%	53%	47%

Confirmation

Confirmation is the quality assurance process based on the attribute of reliability. The QCAA uses provisional criterion marks determined by teachers to identify the samples of student responses that schools are required to submit for confirmation.

Confirmation samples are representative of the school's decisions about the quality of student work in relation to the ISMG and are used to make decisions about the cohort's results. If further information is required about the school's application of the ISMG to finalise a confirmation decision, the QCAA requests additional samples.

Schools may request a review where an individual student's confirmed result is different from the school's provisional mark in one or more criteria and the school considers this result to be an anomaly or exception.

The following table includes the percentage agreement between the provisional marks and confirmed marks by assessment instrument. The Assessment decisions section of this report for each assessment instrument identifies the agreement trends between provisional and confirmed marks by criterion.

Number of samples reviewed and percentage agreement

IA	Number of schools	Number of samples requested	Number of additional samples requested	Percentage agreement with provisional marks
1	32	228	37	78.13%
2	32	210	22	87.5%
3	32	204	50	71.88%

Internal assessment 1 (IA1)

Examination — extended response (25%)

The IA1 requires students to analyse one contemporary ethical issue and propose an outcome or resolution. The proposed outcome or resolution is to be justified through an analysis and evaluation of two ethical theories. The contemporary issue to be analysed and the theories to be used are related to Unit 3 Topic 1: Moral philosophy. Theories to be used include two of the following: utilitarianism, Kantian ethics, or virtue ethics. Students are required to use unseen stimulus materials provided with the examination paper. These materials must come from information or texts that students have not previously been exposed to or used directly in class. The student response is to be written in the form of an analytical essay (Syllabus section 4.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	22
Authentication	0
Authenticity	6
Item construction	2
Scope and scale	6

*Each priority might contain up to four assessment practices.

Total number of submissions: 32.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned to the IA1 syllabus specifications in requiring students to use two theories chosen from utilitarianism, Kantian ethics or virtue ethics

- provided a relevant contemporary issue, including by way of a hypothetical scenario, that allowed for the meaningful application, analysis and evaluation of the selected ethical theories

- provided task directions that succinctly and clearly indicated to students the cognitions they were required to demonstrate, using cognitive verbs that aligned to the assessment objectives and ISMG descriptors.

Practices to strengthen

It is recommended that assessment instruments:

- include a contemporary issue and associated unseen stimulus that can be meaningfully engaged with in the planning time

- include stimulus material related to moral philosophy that allows students to interpret and explain theories at the mid and upper performance-level descriptors in both the Defining, using and explaining criterion and the Interpreting and analysing criterion. This is aided by the use of primary sources for philosophical stimulus (e.g. quotes from Bentham, Mill, Kant, Aristotle) rather than secondary sources that essentially perform the interpretation and explanation for students

- direct students to respond in the form of an analytical essay, as well as to use both the terminology of moral philosophy and of reason (argumentation) in their responses. This assists students to address the first two descriptors in the Defining, using and explaining criterion as well as the fourth descriptor in the Organising, synthesising and evaluating criterion, among others

- seek to use virtue ethics as one of the three ethical theories available as an option under the assessment specifications. This provides opportunities for students to address the full range of subject matter contained in Unit 3 Topic 1: Moral philosophy, as well as ensuring instruments elicit a range of authentic and unique student responses.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	1
Language	3
Layout	0
Transparency	7

*Each priority might contain up to four assessment practices.

Total number of submissions: 32.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- presented a layout that was clear, ordered and free of distractors

- featured a considered selection of stimulus referencing a contemporary issue that did not alienate or otherwise adversely bias students.

Practices to strengthen

It is recommended that assessment instruments:

- use clear, succinct and appropriate language to direct students without ambiguity

- avoid using overly academic language or other jargon that may impact the accessibility of the task.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Defining, using and explaining	84.38%	15.63%	0%	0%
2	Interpreting and analysing	84.38%	12.5%	0%	3.13%
3	Organising, synthesising and evaluating	87.5%	9.38%	0%	3.13%
4	Creating and communicating	96.88%	0%	3.13%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- for the Defining, using and explaining criterion, responses matched to the upper performance-level descriptors were error free in their explanations ('correct in all key aspects'), with terminology use demonstrating an astute understanding of meaning when employed purposefully in responses with precision and clarity, e.g. to convey an explanation, interpretation or evaluation

- for the Interpreting and analysing criterion, responses matched to the upper performance-level descriptors contained argument deconstruction comprised of propositions that accurately reflected the perspective of the relevant moral philosophy as applied to the issue and stimulus. Correct inferential connections between premises and conclusion/s were also demonstrated. The detailed and informed interpretation of significant ideas and information was evidenced in responses that contained discussion of moral philosophies in the context of their application to the issue and stimulus. Likewise, determination of significant relationships was evidenced in the way responses actively established links within and between philosophical ideas and theories, rather than simply mentioning connections

- for the Organising, synthesising and evaluating criterion, responses matched to the upper performance-level descriptors proposed a clear outcome or resolution to the issue. Sequenced reasoning in support of the outcome/resolution demonstrated analysis and evaluation of the selected moral philosophies. Obvious counterarguments or objections were identified and refuted. Both types of evaluation stipulated by the criterion descriptors — of claims and arguments, and of theories and views — were demonstrated.

Samples of effective practices

The following are excerpts from responses that illustrate the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate a detailed and informed interpretation of significant ideas and information relating to Kantian ethics, e.g. the importance of motive; and the relationship between motive and moral permissibility as against praiseworthiness.

| Interpreting and analysing (6–7 marks)

• detailed and informed interpretation of significant ideas and information relating to moral philosophy | The plausibility of premise three is also ensured, as Matt would be telling his supervisor about John's video because he believed it is his duty to the organisation to do so. Matt would be acting against his inclination to protect his friend from being potentially fired from the organisation or quitting voluntarily.

A potential criticism of premise three could be the saint problem, as Matt's choice to inform his supervisor is only considered morally praiseworthy to Kant due to it being against his inclination to protect his friend. If Matt were to desire to tell his supervisor rather than it being undesirable, then a Kantian ethicist would say that his actions were instead morally neutral. Many people would disagree with this notion, as common morality seems to dictate that such circumstances are of the same moral status. However, this criticism is not relevant to the issue at hand, which is only the question of whether it is morally permissible for Matt to inform his supervisor. From this perspective, morally praiseworthy |

This student response excerpt has been included:

- to demonstrate an insightful and justified evaluation of philosophical theories — in this case, Kantian ethics. The response coherently synthesises the unseen issue with the philosophical theory through the standard form deconstruction so that the critique of the soundness of the argument enables an evaluation of Kantian ethics overall. The response makes discerning use of the stimulus and the unseen issue to highlight a perceived clash of perfect duties that, according to the response, arises in this situation and hence minimises the effectiveness of Kant's ethical theory in helping resolve the issue.

Organising, synthesising and evaluating (6–7 marks)

- coherent and thorough synthesis of ideas and information relating to moral philosophy in which all key aspects have been considered and resolved
- insightful and justified evaluation of philosophical theories and views in moral philosophy using well-chosen criteria
- discerning use of stimulus material is evident

The presented argument is considered a valid deductive argument as the truth of the premises guarantees the truth of the conclusion. ~~that capital punishment is ethically impermissible~~.

However, the argument's ~~third~~ fourth premise that killing criminals is not treating people as an end in and of themselves is concerning. This is because a potential clashing of perfect duties may exist as although the government has a perfect duty to not kill, so do murderers who continue to do so at the detriment of society. As such, this premise raises concerns surrounding the soundness of the

Kantian response to capital punishment.

To elaborate, as Kantian ethics is a universal moral theory, a potential clashing of perfect duties has the ability to disprove the argument. Although the constructed argument asserts that capital punishment goes against the 'second formulation of the categorical imperative', it can also be argued that "society has a moral obligation to protect the safety and welfare of its citizens" (Extract 1), and in not utilising the method of capital punishment, the government is not fulfilling their perfect duty. Equally, murderers also have a perfect duty to not kill, but continue to do so. As such, a government's lack of action to kill criminals would still result in an ethically wrong act to occur. Either way, the government fails to fulfill its perfect duties to not kill and to protect the welfare of citizens. It can be concluded that if a murderer was not charged with the death penalty, a society would be an unsafe place for citizens due to the risk of further murders, resulting in a clash of perfect duties and the inevitable event of a morally unacceptable act ~~that~~ occurring. This example disproves the Kantian argument due to its universal nature and renders premise four unsound.

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- teachers note that for the Defining, using and explaining criterion, the performance-level descriptors require the terminology of both moral philosophy and reason. The relevant terminology of reason is specified in the subject matter of Unit 3 Topic 1: Moral philosophy and Unit 1: Fundamentals of reason. Judgments about the use of terminology and the understanding of meaning specified in the first two descriptors of each performance level must consider the use of both categories of terms across a response

- teachers note that for the Interpreting and analysing criterion,
    - the deconstruction of relevant arguments relating to moral philosophy (second descriptor) can be demonstrated using either standard form or prose form. To match the upper performance-level descriptor of 'accurate', a response that deconstructs an argument needs to clearly indicate tacit and explicit premises and conclusion/s. If a response claims the argument is deductively valid, correct inferential connections between premises and conclusions should be demonstrated
    - an argument deconstruction containing an error in inferential connections in its setting out may be more appropriately matched to a 'considered' deconstruction, whereas a greater number of errors would be more appropriately matched to 'partial' or 'ineffective' deconstruction
    - arguments are 'relevant' ('bearing upon or connected with the matter in hand') when they are formulated by applying moral theory to the unseen issue. The ability to synthesise moral theory with the unseen issue in argument deconstructions also provides evidence addressing the first descriptor in the Organising, synthesising and evaluating criterion

- teachers note that for the Organising, synthesising and evaluating criterion, responses must justify an outcome or resolution to a contemporary ethical issue through an analysis and evaluation of two ethical theories. In particular,
    - the second descriptor requires a judgment of the quality of the evaluation of the ethical theories. The upper performance-level descriptor requires the evaluation to be 'insightful and justified' and undertaken using 'well-chosen criteria', i.e. the criteria must be explicit in the response
    - the fourth descriptor assesses evaluation of claims and arguments. This descriptor refers to argumentation, explicitly listed in the subject matter of Unit 3 Topic 1: Moral philosophy, which includes credibility (of premises/claims), and validity, soundness and inductive strength of arguments

- teachers note that for the Creating and communicating criterion,
    - the articulation of a central thesis, i.e. a statement that makes clear the precise claim or conclusion to be developed through the analytical essay, is required. A statement that the essay will interpret and evaluate theories and draw a conclusion does not constitute a central thesis
    - ideas related to the central thesis must be conveyed succinctly ('concise') and logically ('in a way that shows clear reasoning') for a response to be matched to this descriptor at the upper performance level.

Additional advice

- The essay structure and reasoning features of the sample responses in the QCAA Portal provide useful guidance on the appropriate match of evidence in responses to the ISMG descriptors at the upper performance levels.

Internal assessment 2 (IA2)

Extended response — analytical essay (25%)

The IA2 requires students to interpret, analyse and evaluate philosophical arguments, ideas and information relating to a school of thought selected from the list provided in Unit 3 Topic 2: Philosophical schools of thought. Through this interpretation, analysis and evaluation, students are to arrive at a conclusion about the relevance of the philosophical school of thought to today's society. While some research may be undertaken, research is not the focus of this assessment. Therefore, the teacher must provide relevant stimulus material that assists the student to form their response. The student response is written in the form of an analytical essay (Syllabus section 4.5.2).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	6
Authentication	0
Authenticity	0
Item construction	2
Scope and scale	9

*Each priority might contain up to four assessment practices.

Total number of submissions: 32.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- contained task instructions that required students to arrive at a conclusion about the relevance of the selected philosophical school of thought to today's society, contextualised by focusing on a specific societal issue, e.g. relevance of stoicism to the promotion of mental wellbeing; the relevance of scepticism to debates concerning the consumption of information

- contained task directions that used the cognitive verbs of the assessment objectives and the ISMG descriptors. Directions to use appropriate criteria to evaluate arguments related to the selected philosophical school of thought elicited responses that aligned to descriptors in the Defining, using and explaining criterion and the Organising, synthesising and evaluating criterion

- featured strategies that assisted students to develop authentic responses within the conditions prescribed in the specifications, including referencing requirements, checkpoints and teacher feedback on one draft only

- ensured any scaffolding did not lead to a predetermined response (see Section 8.2.3 of the *QCE and QCIA policy and procedures handbook* for guidelines on appropriate scaffolding for assessment).

Practices to strengthen

It is recommended that assessment instruments:

- provide stimulus related to both the philosophical school of thought and the focus issue to which the philosophy is being applied, sufficient to allow students to formulate a response given research is not a focus of the assessment

- ensure stimulus on the philosophical school of thought is of sufficient complexity to provide students the opportunity to demonstrate upper performance-level descriptors across the Defining, using and explaining criterion and the Interpreting and analysing criterion

- avoid including stimulus that provides students with a response, e.g. an article that interprets and evaluates the effectiveness of the selected philosophical framework through applying it to the selected issue

- avoid undue repetition of the subject matter from Unit 3 Topic 1: Moral philosophy where consequentialism is the selected philosophical school of thought. This can be achieved by shifting the focus from utilitarianism to another form of consequentialism, or to a specific consequentialist thinker or applied ethics issue not encountered by students in Unit 3 Topic 1: Moral philosophy.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	0
Layout	0
Transparency	7

*Each priority might contain up to four assessment practices.

Total number of submissions: 32.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- featured appropriate content with an absence of bias, including in the selection of stimulus

- provided stimulus that aligned with the task and varied in levels of complexity.

Practices to strengthen

It is recommended that assessment instruments:

- provide a task description that is coherent and unambiguous

- use clear cues in the provision of instructions that align with the cognitive verbs contained in the assessment objectives and ISMG.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Defining, using and explaining	93.75%	6.25%	0%	0%
2	Interpreting and analysing	93.75%	6.25%	0%	0%
3	Organising, synthesising and evaluating	93.75%	6.25%	0%	0%
4	Creating and communicating	100%	0%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- judgments made concerning the use of 'terminology of the selected school of thought' for performance levels across the Defining, using and explaining criterion included consideration of the use of reasoning terminology, as specified by the subject matter of Unit 3 Topic 2: Philosophical schools of thought

- for both the Defining, using and explaining criterion and the Interpreting and analysing criterion, there was recognition that the syllabus condition of up to 2000 words for responses contextualised the level of detail expected when making judgments on the application of upper performance-level descriptors in both criteria, e.g. 'detailed descriptions and explanations … correct in all key aspects' (Criterion 1) and 'detailed and informed interpretation of significant ideas' (Criterion 2)

- for the first and fourth descriptors at the upper performance levels of the Organising, synthesising and evaluating criterion, which respectively require 'key aspects to be considered and resolved' and the 'evaluation of philosophical theories and views', judgments were based on how well the contestable claims in the selected philosophical school of thought were critiqued in responses — not simply how well the philosophy applied to the selected issue.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate a well-defined central thesis that makes clear the overall position to be argued in the analytical essay. The paragraph uses relevant terminology associated with both existentialism and reasoning. While the context of household gender roles is referenced, the evaluative focus remains on the claims implicit in the views of Sartre and Nietzsche.

Organising, synthesising and evaluating (6–7 marks) • effective, thoroughly justified arguments relating to the philosophical school of thought **Creating and communicating (3 marks)** • succinct, with ideas and arguments related to the central thesis conveyed logically	Freedom is possibly the most coveted state of physical being. True freedom though comes with immense responsibility; responsibility that people like to know they have but unconsciously delegate. One common example of delegated freedom is societal roles, where people conform to predetermined roles dictated by society to refrain from decision making. In particular, gender roles have an enormous influence on everyone's lives. Defined as "a socially assigned role traditionally associated with each sex within a culture" (Source 1), these roles range from the responsibility of motherhood to qualities such as masculinity. While both Nietzsche and Sartre assert that people are ultimately free from gender roles within the household, Nietzsche constructs a more plausible argument than Sartre. Sartre overstates free will by claiming that people have absolute freedom in every action and denial of this is bad faith. Alternately, Nietzsche acknowledges that there are factors that influence peoples' decisions, but argues that the strong can utilise their will to power to transcend these influences. Because Sartre overestimates free will while Nietzsche accepts and attempts to explain influencing factors, Nietzsche presents a stronger argument on gender roles.

This student response excerpt has been included:

- to demonstrate a detailed explanation of a philosophical concept: Sartre's perspective on freedom. Key terminology such as 'bad faith' has been used in a way that demonstrates astute understanding of meaning. The explanation is strengthened by the use of example, discerning stimulus selection, and comparison to other existentialist thought, leading to insightful evaluation.

Defining, using and explaining (7–8 marks) • astute understanding of meaning demonstrated by employing the terminology of the selected school of thought • detailed descriptions and explanations of concepts and theories relating to the selected philosophical school of thought that are correct in all key aspects	**Sartre's Perspective on Freedom** Sartre argues that people have absolute control of themselves; every action they make is the result of an objective decision and doubts concerning this freedom are bad faith. He explains this as "man is condemned to be free" (Source 4). Man is condemned, as freedom is the one thing he has no free will over—he was created with the responsibility to make his own decisions whether he wants to or not, and this is a mighty responsibility to bear. Yet in all other regards, he has power over his actions. Bad faith refers to the disregard of this freedom, through excuses or inaction. Sartre explains bad faith as a necessity for people as "the only way they can bear their wretchedness is to think, 'circumstances have been against me'" (Source 6). They blame their lack of achievements on a lack of opportunity. Source 6 gives the example "I've had no great love...because I haven't met a woman who was worthy". By finding a reason for their shortage of accomplishments, people can feel satisfied with their life. Religion is an example as it gives disciples a meaning for their suffering and a hope for a future life. Sartre condemns these as excuses because a man may only be judged by the weight of his achievements and "there is no genius other than one which is expressed in works" (Source 6). Existentialists mostly agree with this philosophy to an extent—that people have a lot more freedom than they believe, employ or accept. However, Sartre takes this further by claiming that everything is subject to free will. He argues that people have a choice when it comes to emotions, mental disorders, life and love. This is where he encounters opposition for making unrealistic claims. Additionally, total absolute freedom has the potential to evolve into anarchy. Sartre seems to realise this and attempts to dissipate it by claiming that individuals should act so their morality can be reflected on the larger scale of humanity (Martone, 2014). Unfortunately, this could be construed as a contradiction to 'absolute free will', weakening Sartre's argument.

This student response excerpt has been included:

- to demonstrate insightful and justified evaluation of existentialist theories and views. Following on from an evaluation of separate arguments from Sartre and Nietzsche, the paragraph synthesises both views and draws a justified conclusion. Of note is that the evaluation maintains its focus on the plausibility of each philosopher's claims, using the selected issue (household gender roles) simply as context.

| Organising, synthesising and evaluating (6–7 marks)

 • coherent and thorough synthesis of ideas and information relating to the philosophical school of thought in which all key aspects have been considered and resolved

 • insightful and justified evaluation of philosophical theories and views relating to the philosophical school of thought using well-chosen criteria | **Evaluation of Nietzsche's and Sartre's Philosophy on Gender Roles**

 Both philosophers come to the same general conclusion—that people are ultimately free concerning gender roles in the household. However, they provide different arguments to support this conviction. Sartre proposes that people have absolute freedom. Discussed in *Sartre—Analysis of P1*, people have more freedom than they admit. Individuals often relinquish the burden of responsibility to make decisions and have a choice in circumstances they argue that they have none (bad faith). However, Sartre goes on to claim people have complete free will in all circumstances: instinctive reactions, emotions and life or death decisions. While Sartre would argue that denial of this freedom is bad faith, this level of freedom is unrealistic. His over-emphasis of human freedom makes his argument implausible. Additionally, if all people are subject to no authority or influence but themselves, anarchy is likely. Sartre tries to counter this by claiming that individuals' decisions 'extend to all of mankind', however this claim is questionable and comes with little support. It also highlights the issue of exaggerated freedom. Consequently, Sartre's conclusion is weakened due to the impracticality of his arguments. On the other hand, Nietzsche acknowledges that there are factors that influence people's decisions. Nietzsche accepts that society can have an impact, and agrees that other people can affect an individual's choice. This acceptance of influences strengthens his argument as it provides a more authentic reflection of reality. Nietzsche believes that these influences can all be traced back to the will to power, which is the most controversial aspect of his argument. However, Nietzsche's philosophy of freedom can still be applied without the inclusion of will to power. Other influencing factors, such as the primal will to survive, can be substituted into the argument. While some of these factors may not provide such a comprehensive explanation of every action, they are more acceptable. This is a much more plausible, acceptable and realistic explanation for an individual's freedom concerning gender roles in the household. ✓ *good* |

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- teachers note that the focus of the IA2 is the interpretation, analysis, explanation and evaluation of the selected philosophical school of thought — not the contemporary issue listed in the task. The contemporary issue serves only as a context in which the philosophy is to be discussed. Judgments across all criteria must be based on the quality of the engagement with the philosophical school of thought, rather than the contemporary issue

- teachers note that for the first two descriptors in the Defining, using and explaining criterion referencing use of terminology of the selected philosophical school of thought, responses at the upper performance level must demonstrate a nuanced understanding of that terminology, which should be used with precision and accuracy. A response that uses philosophical terms without demonstrating understanding of their meaning is more appropriately matched to descriptors at the lower performance levels

- teachers note that in making judgments at the upper performance level in the Interpreting and analysing criterion and the Organising, synthesising and evaluating criterion, evidence in responses should demonstrate a depth of analysis and evaluation. To match the upper performance level, a response that references sub-categories within a philosophical school of thought (e.g. various forms of consequentialism) must include evidence of the analysis and evaluation of the underlying claims of each form, with a reasoned judgment about which — if any — should be accepted.

Additional advice

- Any scaffolding or instructions provided should not lead to a predetermined response or interfere with students' abilities to demonstrate what they know and can do.
- The essay structure and reasoning features of the sample responses in the QCAA Portal provide useful guidance on the appropriate match of evidence in responses to the ISMG descriptors at the upper performance levels.

Internal assessment 3 (IA3)

Extended response — analytical essay (25%)

The IA3 requires students to interpret, analyse and evaluate philosophical arguments, ideas and information relating to one contemporary issue to which the concept of rights, as in Unit 4 Topic 1: Rights, must be applied. Through the interpretation, analysis and evaluation, the student is to arrive at a conclusion about the existence, source or status of a specific right or category of rights. While some research can be undertaken, research is not the focus of this assessment. Therefore, the teacher must provide relevant stimulus that assists students to form their response. The student response is written in the form of an analytical essay (Syllabus section 5.5.1).

Assessment design

Validity

Validity in assessment design considers the extent to which an assessment item accurately measures what it is intended to measure and that the evidence of student learning collected from an assessment can be legitimately used for the purpose specified in the syllabus.

Reasons for non-endorsement by priority of assessment

Validity priority	Number of times priority was identified in decisions*
Alignment	14
Authentication	0
Authenticity	1
Item construction	0
Scope and scale	5

*Each priority might contain up to four assessment practices.

Total number of submissions: 32.

Effective practices

Validity priorities were effectively demonstrated in assessment instruments that:

- aligned to the syllabus specifications, specifically through task instructions that required students to arrive at a conclusion about the existence, source or status of a selected right or category of rights

- provided task instructions that succinctly and clearly indicated to students the cognitions they were required to demonstrate, using cognitive verbs that aligned to the assessment objectives and ISMG descriptors

- featured strategies that assisted students to develop unique responses within the conditions prescribed in the specifications, including referencing requirements, checkpoints and teacher feedback on one draft only

- ensured any scaffolding was consistent with the guidelines in Section 8.2.3 of the *QCE and QCIA policy and procedures handbook* to allow students to formulate authentic responses.

Practices to strengthen

It is recommended that assessment instruments:

- construct tasks that avoid conflating the inquiry into the existence, source or status of a right/category of rights as the contemporary issue referenced by the assessment specifications. Rather, the selection of a specific contemporary issue should contextualise the rights inquiry, e.g.

  - limits on freedom of expression in Australia in the context of debates around social media censorship

  - the scope of personhood rights in the context of the development of artificial intelligence

- provide stimulus related to both rights philosophy and the contemporary issue selected to contextualise the inquiry. The stimulus is required to be of sufficient quantity to allow students to formulate a response, and of sufficient complexity to provide students the opportunity to demonstrate the upper performance levels across the Defining, using and explaining criterion and the Interpreting and analysing criterion

- avoid including stimulus that provides students with a response, e.g. an article that draws a conclusion about the existence, source or status of a right following the application of philosophical arguments to the selected contemporary issue

- direct students to engage with the stimulus and respond in the form of an analytical essay.

Accessibility

Accessibility in assessment design ensures that no student or group of students is disadvantaged in their capacity to access an assessment.

Reasons for non-endorsement by priority of assessment

Accessibility priority	Number of times priority was identified in decisions*
Bias avoidance	0
Language	0
Layout	0
Transparency	2

*Each priority might contain up to four assessment practices.

Total number of submissions: 32.

Effective practices

Accessibility priorities were effectively demonstrated in assessment instruments that:

- used an ordered layout, including clear labelling of legible stimulus items

- framed tasks so the inquiry to be undertaken by students was precise and unambiguous. This was best achieved when the task utilised language from the syllabus specifications requiring students 'to arrive at a conclusion about the existence, source or status' of a selected right or category of rights, and clearly delineated between the rights inquiry and the contemporary issue chosen to contextualise the inquiry

- featured a contemporary issue and associated stimulus that was engaging and age-appropriate
- avoided use of overly academic language or other jargon that may have impacted the accessibility of the task.

Practices to strengthen

There were no significant issues identified for improvement.

Assessment decisions

Reliability

Reliability is a judgment about the measurements of assessment. It refers to the extent to which the results of assessments are consistent, replicable and free from error.

Agreement trends between provisional and confirmed marks

Criterion number	Criterion name	Percentage agreement with provisional	Percentage less than provisional	Percentage greater than provisional	Percentage both less and greater than provisional
1	Defining, using and explaining	84.38%	15.63%	0%	0%
2	Interpreting and analysing	75%	25%	0%	0%
3	Organising, synthesising and evaluating	81.25%	18.75%	0%	0%
4	Creating and communicating	96.88%	3.13%	0%	0%

Effective practices

Accuracy and consistency of the application of the ISMG for this IA was most effective when:

- judgments made concerning the use of 'terminology relating to rights' for performance levels across the Defining, using and explaining criterion incorporated judgment on the use of reasoning terminology, as specified by the subject matter of Unit 4 Topic 1: Rights

- judgments made in the Creating and communicating criterion recognised the need — across all performance levels — for essays to contain a central thesis specifying the overall position or claim to be advanced. Statements that simply restate the instructions of the task do not constitute a central thesis.

Samples of effective practices

The following are excerpts from a response that illustrates the characteristics for the criteria at the performance level indicated. The excerpts may provide evidence of more than one criterion. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

This student response excerpt has been included:

- to demonstrate descriptors at the upper performance level of the Organising, synthesising and evaluating criterion. The excerpt is taken from an argument addressing whether ecosystems have a right to remain undamaged by human interference. The response demonstrates a thorough synthesis of ideas by identifying and addressing a key counterargument to its central thesis: the ecocentric claim that ecosystems possess intrinsic value from which rights claims gain legitimacy. By drawing on epistemological knowledge to challenge the assumption underpinning the claim of ecocentrism, the response shows insightful and justified evaluation of philosophical theory.

Organising, synthesising and evaluating (6–7 marks) • coherent and thorough synthesis of ideas and information relating to rights in which all key aspects have been considered and resolved • insightful and justified evaluation of philosophical theories and views relating to rights using well-chosen criteria • all relevant criteria used in evaluation of claims and arguments relating to rights	However, premise one is refuted by some who argue that saying something's value is 'intrinsic' is nonsensical, because asserting this implies the false assumption that this value would exist if we were not here to perceive it. The objection relies on the definition of value as a quality that is assigned. Of course to us, a being has value because it is living, even down to the tiniest insects. However, this value is not intrinsic to the being—somebody has decided that life is a valuable quality. If, say, aliens were to arrive, they may not assign value according to our metric, and may instead decide that only purple things have value. We would not say then that only purple things have intrinsic value; we would say that aliens view purple things as having value. Similarly, humans view life as valuable, and thus ecosystems as valuable. They do not, however, have an *intrinsic* value separate from human perception, because we have *assigned* it to them. Therefore, premise one is implausible, rendering the eco-centric argument unsound.

This student response excerpt has been included:

- to demonstrate the determination of relevant and significant relationships between ideas on rights. The final paragraph, in particular, concisely highlights the key point of distinction between the two environmental rights theories critiqued in the essay — ecocentrism and anthropocentrism — and makes clear the applicability of each theory as justification for the central claim being investigated in the response. The two rights theories are compared and contrasted throughout the response.

| **Interpreting and analysing (6–7 marks)**
• determination of relevant and significant relationships within and between ideas, arguments and theories on rights

Creating and communicating (3 marks)
• succinct, with ideas and arguments related to the central thesis conveyed logically | **To what extent can an environmental rights claim be philosophically justified?**

Claim: oceans have a right to be undamaged by global warming.

The effects of global warming on the ecosphere have been an urgent concern for environmental advocates in past decades. This essay will focus on two philosophical theories which address the environmental rights claim above: ecocentrism and strong anthropocentrism. The claim cannot be philosophically justified, as both ecocentrism and strong anthropocentrism provide arguments that are unsound and incompatible with common morality. For the purposes of this essay, it was assumed that for an argument to provide a full philosophical justification, it is necessary and sufficient for it to be sound and compatible with common morality.

Whilst ecocentrism follows an intrinsic value system and so intrinsically values ecosystems as ends unto themselves, strong anthropocentrism follows an instrumental value system and so assigns rights only to humans. Other parts of the ecosphere are valued only for their utility to humans. Only ecocentrism provides an argument supporting the claim. |

Practices to strengthen

To further ensure accuracy and consistency of the application of the ISMG for this IA, it is recommended that:

- teachers note that for the Defining, using and explaining criterion, descriptions and explanations of concepts and theories relating to rights must be 'detailed' and 'correct in all key aspects' to be matched to the upper performance level. This requires all relevant and salient aspects of selected theories to be addressed in responses, e.g. if addressing Mill's harm principle, the explanation needs to include not only a statement of the principle, but an examination of Mill's justification for the principle

- teachers note that for the Interpreting and analysing criterion

  - the deconstruction of relevant arguments relating to rights (second descriptor) can be demonstrated using either standard form or prose form. To match the upper performance-level descriptor of 'accurate', a response that deconstructs an argument needs to clearly indicate tacit and explicit premises and conclusion/s. If a response claims the argument is deductively valid, correct inferential connections between premises and conclusions must be demonstrated

  - an argument deconstruction containing an error in inferential connections in its setting out may be more appropriately matched to a 'considered' deconstruction, whereas a greater number of errors would be more appropriately matched to 'partial' or 'ineffective' deconstruction

- teachers note that for the Organising, synthesising and evaluating criterion

  - to formulate 'arguments relating to rights' (third descriptor), the focus of the inquiry should be on the *existence*, *source* or *status* of a specific right or category of rights

  - responses that simply assume a right is legitimate because it has legal status (by virtue of domestic law or international convention) do not provide an 'evaluation of philosophical theories and views relating to rights' (second descriptor). To match descriptors at the upper performance levels, judgments made on the legitimacy or illegitimacy of a right/s require justification through engagement with relevant philosophical ideas

– as the upper performance level requires synthesis of ideas 'in which all key aspects have been considered and resolved' (first descriptor), responses must identify and examine competing perspectives and counterarguments. Doing so also assists in demonstrating descriptors in the Interpreting and analysing criterion, including the interpretation of significant ideas, and determination of relationships between ideas, arguments and theories

– the 'discerning use of stimulus' (fifth descriptor) requires the use of stimulus to be discriminating and show intellectual perception. Note that the use of a direct quote from the stimulus is neither sufficient nor necessary to match the upper performance levels.

Additional advice

- Any scaffolding or instructions provided should not lead to a predetermined response or interfere with students' abilities to demonstrate what they know and can do.

- The essay structure and reasoning features of the sample responses in the QCAA Portal provide useful guidance on the appropriate match of evidence in responses to the ISMG descriptors at the upper performance levels.

External assessment (EA) is developed and marked by the QCAA. The external assessment for a subject is common to all schools and administered under the same conditions, at the same time, on the same day.

Examination — extended response (25%)

Assessment design

The assessment instrument was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the syllabus. The examination consisted of one paper:

• Paper 1, Section 1 consisted of a single extended question (50 marks).

The examination assessed subject matter from Unit 4. The question was derived from the context of Unit 4 Topic 2: Political philosophy.

The assessment required students to create an analytical essay response that communicated a philosophical argument on the extent to which a universal basic income (UBI) would deliver distributive justice. Students were required to support their position by analysing and evaluating arguments relating to distributive justice in two political philosophies, which they selected from the five offered in the question.

The stimulus comprised two brief passages that provided explanations of the key features of a UBI, and the concept of distributive justice. The intent of the stimulus was to elicit interpretation and evaluation of the tenets of the selected political philosophies relevant to the concept of distributive justice.

Assessment decisions

Assessment decisions are made by markers by matching student responses to the external assessment marking guide (EAMG). The external assessment papers and the EAMG are published in the year after they are administered.

Effective practices

Overall, students responded well to:

• the opportunity to formulate explanations recognising that what constitutes a just distribution of benefits and burdens across a society (i.e. distributive justice) differs according to political philosophy, and were able to explain these different conceptions in general terms. Effective responses were able to explain the different conceptions using the ideas and terminology of key philosophers such as Nozick, Rawls and Marx

• the opportunity to provide a determination of relationships within and between ideas connected to the selected political philosophies by actively demonstrating how ideas were linked. This could be done by explaining how a specific political philosophy's approach to distributive justice was framed by the philosophy's interpretation of concepts such as freedom, equality and the legitimate role of government, rather than simply identifying the connection. Likewise, effective responses demonstrated the connection between foundational ideas linked

to distributive justice within the selected political philosophy, e.g. in libertarianism, how Nozick's entitlement theory derives from Locke's labour theory of property

- the opportunity to use relevant philosophical features in their responses, e.g. analysing arguments by arranging premises and conclusions into standard argument form, and employing the terminology of reason in the evaluation of arguments using criteria such as deductive validity and soundness, inductive strength, and credible, plausible or truthful premises. Effective responses also drew upon philosophical features such as analysis of necessary and sufficient conditions, reasoning by analogy, and refutation of counter-examples.

The following excerpts have been selected to illustrate effective student responses in one or more of the syllabus assessment objectives. The characteristics identified may not be the only time the characteristics have occurred throughout a response.

Samples of effective practices

Extended response

Effective student responses:

- used relevant terminology consistently and appropriately

- explained in detail the concept of distributive justice in each selected political philosophy that was accurate in all key aspects

- determined significant relationships within and between ideas and arguments connected to each political philosophy and the concept of distributive justice

- provided a precise deconstruction of argument/s relating to the concept of distributive justice using relevant ideas for each political philosophy, accurately identifying premises and conclusion/s

- provided an accurate evaluation of argument from the perspective of each political philosophy and its claims using appropriate criteria

- provided an insightful and justified evaluation of the tenets of each political philosophy using relevant criteria

- constructed a cogent argument on the capacity of a UBI to deliver distributive justice, using relevant philosophical ideas effectively to support this argument and demonstrating discerning use of the stimulus

- conveyed ideas and arguments relating to the question succinctly, purposefully and fluently, using the analytical essay genre, with paragraphs logically sequenced to support the central thesis.

Criterion: Creating and communicating

This student response excerpt has been included:

- to illustrate effective use of the analytical essay genre. In this opening paragraph, the central thesis — the position to be advanced by the essay in response to the question — is clearly articulated, as is the key justification for the thesis. Appropriate use of relevant terminology (e.g. *Rawlsian difference principle*) and connections to key political ideas (e.g. *negative freedom*, *positive freedom*, *equality*) are evident.

Creating and communicating	To what extent would a universal basic income deliver distributive justice?
• uses the analytical essay genre, with paragraphs logically sequenced to support the central thesis	Support your position by analysing and evaluating arguments relating to distributive justice in your two selected political philosophies.
	A Universal basic income (UBI) attempts to deliver distributive justice by ~~transferring~~ Placing burden on the wealthy — those who are taxed more highly, ~~then adds~~ to distribute benefit to those with less wealth. This essay will argue that a Socially Democratic framework for distributive justice is preferable to that of a Libertarian framework, and therefore ∧ a UBI it is to a great extent that would deliver distributive justice. This is because a UBI, reminiscent of the Rawlsian difference principle, would protect ~~~~ Positive freedoms, while a Libertarian State without a UBI ~~protects~~ protects only negative freedoms and could result in extreme wealth inequality.

Criterion: Defining, using and explaining

This student response excerpt has been included:

• to illustrate an effective explanation of the concept of distributive justice as understood by the selected political philosophy (libertarianism). The explanation is supported by the use of relevant terminology and philosophical ideas (e.g. Nozick's *justice in transfer* principle*),* itself further explained in other parts of the response. The extract demonstrates synthesis of ideas presented in the stimulus by drawing a conclusion on the probable libertarian rejection of a UBI proposal.

Defining, using and explaining	Premise one can be considered true. Libertarianisms view justice as
• explains in detail the concept of distributive justice in the political philosophy that is accurate in all key aspects	'justice in transfer,' meaning justice is achieved when the government does not intervene within a transaction between two individuals. Once government intervention occurs outside of ~~the~~ maintaining property rights – personal income tax, or corporation tax, such as through ~~taxation~~ – the government has become unjust. Thus, redistributive justice is not considered as an issue within a Libertarian Therefore society ~~Rather~~, the mechanism of funding the Universal basic income (UBI) ~~would~~ through taxation would directly oppose a Libertarian's value of ~~benefit to most~~ the concept of justice in transfer (stimulus 1). Furthermore, increase

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Criterion: Interpreting and analysing

This student response excerpt has been included:

- to show a precise deconstruction of argument analysing the compatibility of a UBI with a communist conception of distributive justice. Correct inferential connections between premises and the conclusion are demonstrated. Additionally, the premises and conclusion accurately represent the ideas under analysis.

| **Interpreting and analysing**
- provides a precise deconstruction of argument relating to the concept of distributive justice using relevant ideas
- accurately identifies premises and conclusion/s | i) Distributive justice is achieved if and only if there is a communal ownership of goods that is equally distributed

ii) A UBI does not grant citizens communal ownership of goods that is equally distributed (stimulus 1)

∴) A UBI does not achieve distributive justice (from i & ii)
– in the form of modus tollens –
This deductive argument is valid as the truth of the premises logically guarantee the truth of the conclusion. However, premise (i) and therefore its soundness – the quality of being valid with true premises – is to be evaluated. |

Criterion: Organising, synthesising and evaluating

This student response excerpt has been included:

- to illustrate an insightful evaluation of the tenets of a political philosophy. In an earlier section, the response analyses Nozick's *taxation is forced labour* argument in explaining the libertarian conception of distributive justice. The selected passage offers a considered critique of this argument, linking to the concept of *democracy* (subject matter within Unit 4 Topic 2: Political philosophy) to make the point that Nozick's argument overlooks the provision of consent to taxation obtained via the democratic process.

| **Organising, synthesising and evaluating**
- provides an insightful and justified evaluation of the tenets of the political philosophy using relevant criteria | pertain. The biggest flaw in Nozick argument however lies in his assertion that taxation is essentially slavery. It is important to note that in a democratic state, it is not a "slave-holder" redistributing wealth to ensure a UBI, but it is a democratically elected government. Hence, taxation is not slavery or coersion as it is consented by the governed when they vote and choose to live in a state Thus, Nozick's argument is weak, as his assertion, the fundamental basis of his argument is flawed. |

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Practices to strengthen

It is recommended that when preparing students for external assessment, teachers consider:

- emphasising to students that Assessment objective 4 requires students to construct arguments relating to political philosophy. In the context of the 2021 paper, the question asked students to provide an argument on the extent to which a UBI would deliver distributive justice. Effective responses clearly articulated a position on this question (constituting the response's central thesis) and reasoned in support of this position, incorporating analysis and evaluation of arguments relating to distributive justice in the selected political philosophies. Less effective responses simply provided exposition on the extent to which a UBI would be accepted by adherents of the selected political philosophies, and did not meet the requirement to formulate their own position in response to the question

- emphasising to students that the skill of deconstructing arguments sits within the broader criterion of interpreting and analysing arguments, ideas and information relating to political philosophy. Effective responses used deconstruction as a means of demonstrating analysis of key arguments and ideas *in* the selected political philosophies, in contrast to responses that used standard form deconstructions simply as a structuring tool with limited engagement with philosophical arguments and ideas

- seeking out teaching and learning opportunities that involve students analysing and evaluating specific arguments within the political philosophies listed in Unit 4 Topic 2: Political philosophy, including using the terminology of these arguments. Arguments relevant to the concept of distributive justice include Robert Nozick's *Wilt Chamberlain* and *taxation is forced labour* arguments (libertarianism); John Rawls's *veil of ignorance* and *justice as fairness* arguments (social democracy); and Karl Marx's *from each according to their ability, to each according to their needs* argument (socialism and communism)

- providing opportunities for students to link their evaluation of arguments within their selected political philosophies to an evaluation of the broader key tenets of the political philosophies as a whole, using clearly identifiable criteria, e.g. requirements of a fair society, promotion of wellbeing, promotion of social cohesion, compatibility with human nature.

Senior External Examination

The Philosophy & Reason Senior External Examination (SEE) is a standalone examination offered to eligible Year 12 students and adult learners. It contributes 100% to a student's final subject result.

The assessment was designed using the specifications, conditions and assessment objectives described in the summative external assessment section of the Philosophy & Reason Senior External Examination syllabus.

The SEE consisted of two assessments:

- SEE 1 contributed 50% of the marks

- SEE 2 contributed 50% of the marks.

Note: The SEE information should be read in conjunction with the rest of the subject report.

Number of students who completed the Philosophy & Reason Senior External Examination: 9.

> There were insufficient student enrolments in this subject to provide useful analytics.

Assessment decisions

Effective practices

Overall, students responded well to:

- the requirement to explain relevant concepts, principles and theories referenced in questions across SEE 1 and SEE 2 using appropriate terminology

- extended response questions by synthesising unseen issues and stimulus with philosophical theories, and analysing the resulting perspectives and arguments through arranging premises and conclusion/s into standard argument form

- the requirement to evaluate arguments on logical grounds using appropriate criteria, e.g. deductive validity and soundness, inductive strength, and the plausibility or truthfulness of premises.

Practices to strengthen

> This subject will no longer be offered after 2021.