

Philosophy & Reason 2019 v1.2

General Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

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1 Course overview

1.1 Introduction

1.1.1 Rationale

Philosophy & Reason combines the discipline of philosophy with the associated skills of critical reasoning. The study of philosophy allows students to recognise the relevance of various philosophies to different political, ethical, religious and scientific positions. It also allows them to realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning. In addition, critical reasoning and logic provide knowledge, skills and understanding so students are able to engage with, examine and analyse classical and contemporary ideas and issues. The study of philosophy enables students to make rational arguments, espouse viewpoints and engage in informed discourse. In Philosophy & Reason, students learn to understand and use reasoning to develop coherent world-views and to reflect upon the nature of their own decisions as well as their responses to the views of others.

Through the study of Philosophy & Reason, students collaboratively investigate philosophical ideas that have shaped and continue to influence contemporary society. These ideas include what it means to be human, how we understand the role of reason in our individual and collective lives and how we think about and care for each other and the world around us.

Students analyse arguments from a variety of sources and contexts as they develop an understanding of what constitutes effective reasoning. They formalise arguments and choose appropriate techniques of reasoning to attempt to solve problems. The collaborative nature of philosophical inquiry is an essential component for students to understand and develop norms of effective thinking and to value and seek a range of ideas beyond their own.

A course of study in Philosophy & Reason specifically focuses on the development of transferable thinking skills such as analysis, evaluation and justification, and an appreciation of the values of inquiry such as precision, accuracy, clarity and credibility; students are thus well prepared for post-school participation in a wide range of fields. Students learn to value plurality in terms of perspectives and world-views as a necessary condition for human progress. Studying Philosophy & Reason provides students with the skills of collaboration and communication that are essential components of informed participation in the 21st century.

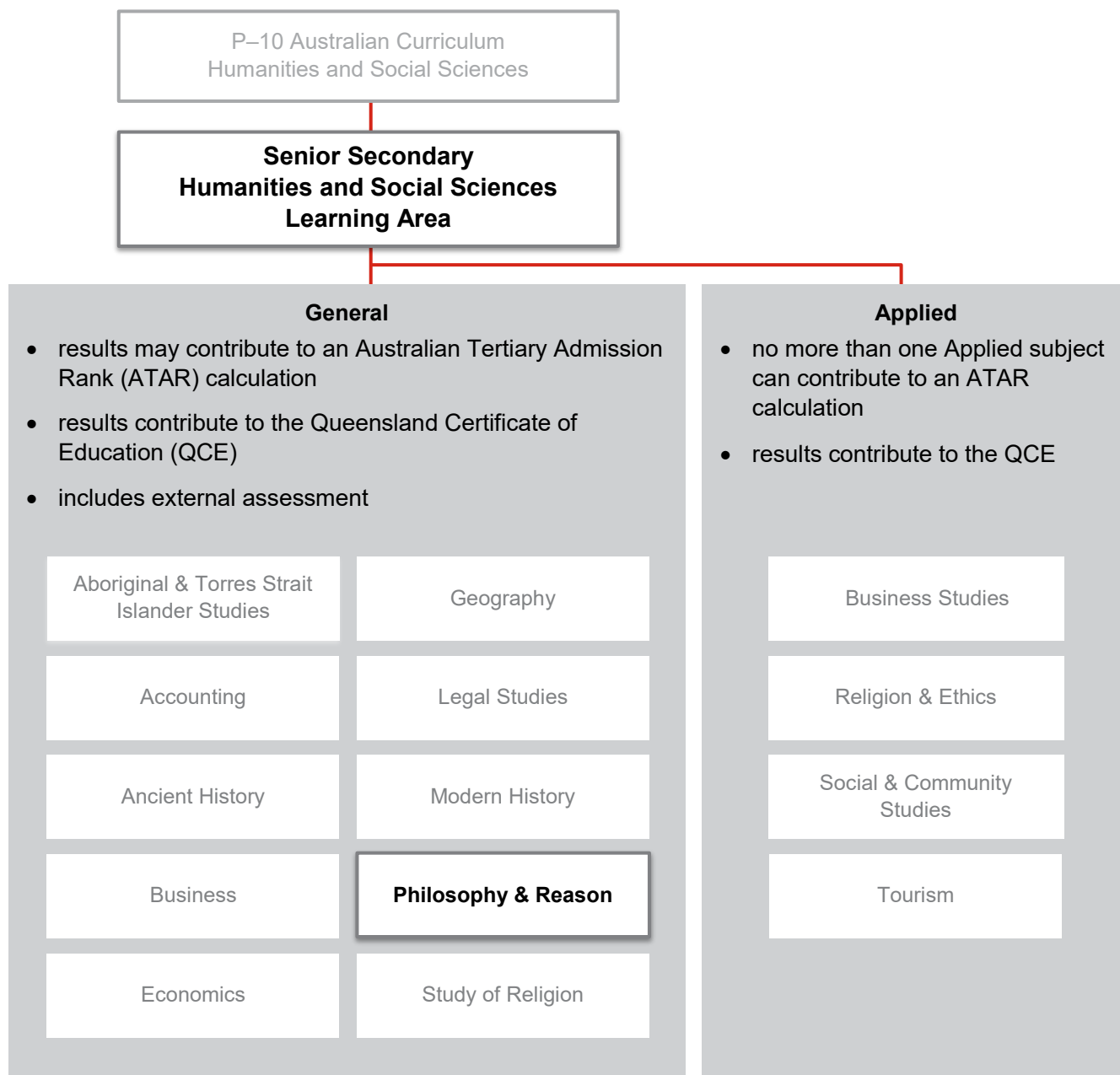
Pathways

Philosophy & Reason is a General subject suited to students who are interested in pathways beyond school that lead to tertiary studies, vocational education or work. A course of study in Philosophy & Reason can establish a basis for further education and employment in the fields of business, communication, ethics, journalism, law, politics, professional writing, psychology, science research and teaching.

1.1.2 Learning area structure

All learning areas build on the P–10 Australian Curriculum.

Figure 1: Learning area structure



1.1.3 Course structure

Philosophy & Reason is a course of study consisting of four units. Subject matter, learning experiences and assessment increase in complexity from Units 1 and 2 to Units 3 and 4 as students develop greater independence as learners.

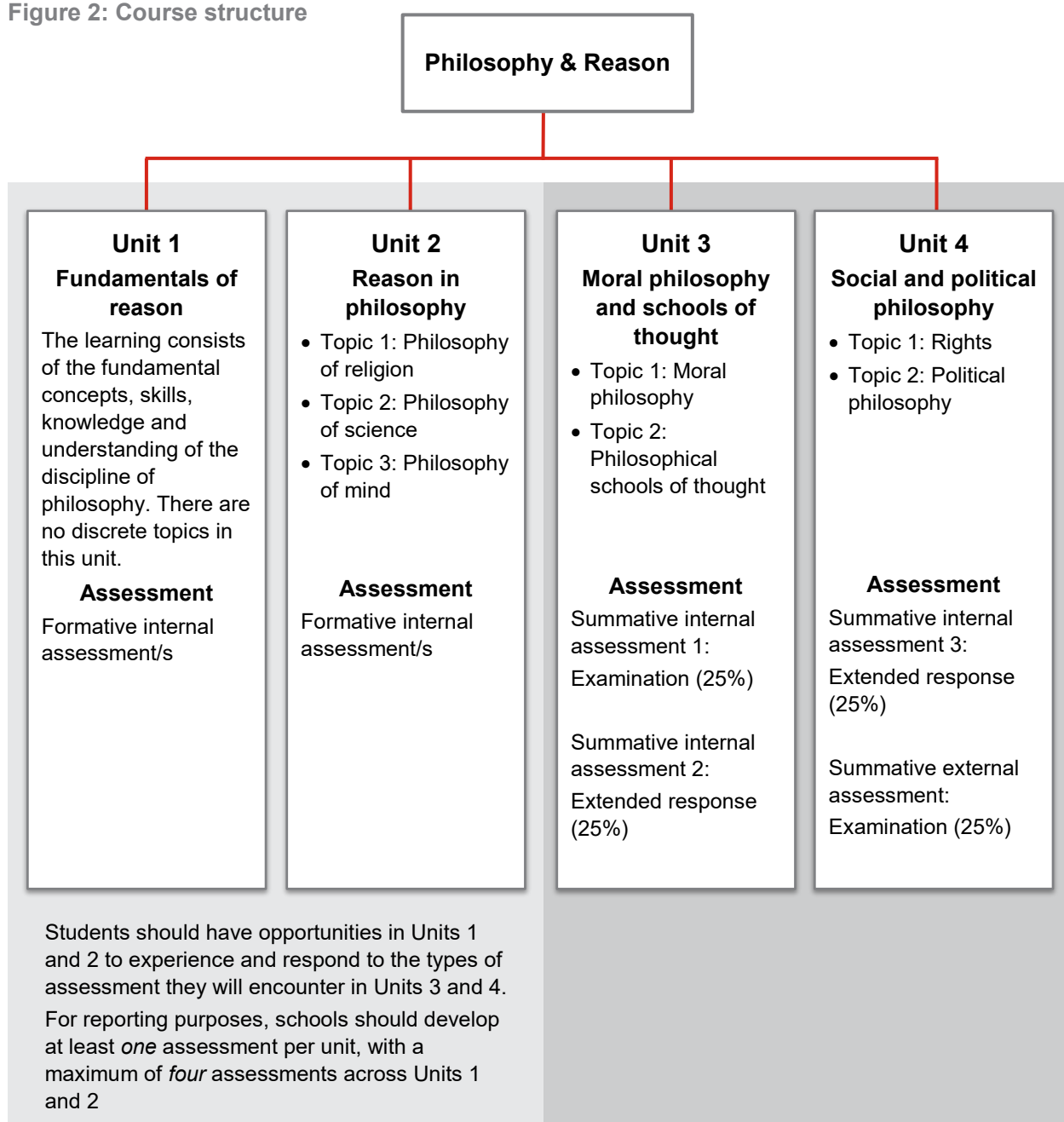
Units 1 and 2 provide foundational learning, which allows students to experience all syllabus objectives and begin engaging with the course subject matter. Students should complete Units 1 and 2 before beginning Unit 3. It is recommended that Unit 3 be completed before Unit 4.

Units 3 and 4 consolidate student learning. Only the results from Units 3 and 4 will contribute to ATAR calculations.

Figure 2 outlines the structure of this course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Figure 2: Course structure



1.2 Teaching and learning

1.2.1 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn. Assessment provides evidence of how well students have achieved the objectives.

Syllabus objectives inform unit objectives, which are contextualised for the subject matter and requirements of the unit. Unit objectives, in turn, inform the assessment objectives, which are further contextualised for the requirements of the assessment instruments. The number of each objective remains constant at all levels, i.e. Syllabus objective 1 relates to Unit objective 1 and to Assessment objective 1 in each assessment instrument.

Syllabus objectives are described in terms of actions that operate on the subject matter. Students are required to use a range of cognitive processes in order to demonstrate and meet the syllabus objectives. These cognitive processes are described in the explanatory paragraph following each objective in terms of four levels: retrieval, comprehension, analytical processes (analysis) and knowledge utilisation, with each process building on the previous processes (see Marzano & Kendall 2007, 2008). That is, comprehension requires retrieval, and knowledge utilisation requires retrieval, comprehension and analytical processes (analysis).

By the conclusion of the course of study, students will:

Syllabus objective	Unit 1	Unit 2	Unit 3	Unit 4
1. <u>define</u> and <u>use</u> terminology	•	•	•	•
2. <u>explain</u> concepts, methods, principles and theories	•	•	•	•
3. <u>interpret</u> and <u>analyse</u> arguments, ideas and information	•	•	•	•
4. <u>organise</u> and <u>synthesise</u> ideas and information to <u>construct</u> arguments	•	•	•	•
5. <u>evaluate</u> claims and arguments inherent in theories, views and ideas	•	•	•	•
6. <u>create</u> responses that <u>communicate</u> meaning to suit purpose	•	•	•	•

1. **define and use terminology**

When students define and use terminology, they recognise, recall and employ subject-specific terminology in a manner that demonstrates an understanding of meaning.

2. **explain concepts, methods, principles and theories**

When students explain concepts, methods, principles and theories, they make an idea or situation clear by describing it in more detail or by revealing relevant facts and relationships. They present meaning with due regard to the order of statements in the explanation.

3. **interpret and analyse arguments, ideas and information**

When students interpret and analyse arguments, ideas and information, they break them down into recognisable components, make meaning of information using learnt knowledge, and identify relationships.

4. **organise and synthesise ideas and information to construct arguments**

When students organise and synthesise ideas and information, they select and order subject matter in a manner that reflects logical reasoning and bring ideas together into a coherent whole.

5. evaluate claims and arguments inherent in theories, views and ideas

When students evaluate claims and arguments inherent in theories, views and ideas, they make reasoned judgments about the worth of these claims and arguments.

6. create responses that communicate meaning to suit purpose

When students create responses that communicate meaning to suit purpose, they convey ideas or arguments using their understandings of philosophical ideas and arguments. They select and use text forms and language conventions, and use recognised conventions of referencing.

1.2.2 Underpinning factors

There are three skill sets that underpin senior syllabuses and are essential for defining the distinctive nature of subjects:

- literacy — the set of knowledge and skills about language and texts essential for understanding and conveying Philosophy & Reason content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

These skill sets, which overlap and interact, are derived from current education, industry and community expectations. They encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

Together these three skill sets shape the development of senior subject syllabuses. Although coverage of each skill set may vary from syllabus to syllabus, students should be provided with opportunities to learn through and about these skills over the course of study. Each skill set contains identifiable knowledge and skills that can be directly assessed.

Literacy in Philosophy & Reason

Ongoing systematic teaching and learning focused on the literacy knowledge and skills specific to Philosophy & Reason is essential for student achievement.

This includes:

- defining subject-specific terminology for students to make meaning of language and texts used in the study of Philosophy & Reason
- incorporating ideas and information in classroom, real-world and/or lifelike contexts to progress student learning in the subject
- analysing ways in which language is used to convey ideas and information in the study of Philosophy and Reason
- using text forms and language to communicate understandings of philosophical ideas and arguments.

These aspects of literacy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and instrument-specific marking guides (ISMGs) for Philosophy & Reason.

Numeracy in Philosophy & Reason

Explicit teaching of numeracy skills mainly occurs in Mathematics. However, being numerate involves using mathematical skills across the curriculum.

Ongoing systematic teaching and learning that is focused on numeracy knowledge and skills in Philosophy & Reason includes:

- identifying subject-specific mathematical information
- providing learning experiences that support the application of students' general mathematical knowledge, problem-solving processes and deductive reasoning
- communicating and representing the language of numeracy in teaching and learning processes, as appropriate.

These aspects of numeracy knowledge and skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Philosophy & Reason.

21st century skills

The 21st century skills identified in the following table reflect a common agreement, both in Australia and internationally, on the skills and attributes students need to prepare them for higher education, work and engagement in a complex and rapidly changing world.

21st century skills	Associated skills	21st century skills	Associated skills
critical thinking	<ul style="list-style-type: none"> • analytical thinking • problem-solving • decision-making • reasoning • reflecting and evaluating • intellectual flexibility 	creative thinking	<ul style="list-style-type: none"> • innovation • initiative and enterprise • curiosity and imagination • creativity • generating and applying new ideas • identifying alternatives • seeing or making new links
communication	<ul style="list-style-type: none"> • effective oral and written communication • using language, symbols and texts • communicating ideas effectively with diverse audiences 	collaboration and teamwork	<ul style="list-style-type: none"> • relating to others (interacting with others) • recognising and using diverse perspectives • participating and contributing • community connections
personal and social skills	<ul style="list-style-type: none"> • adaptability/flexibility • management (self, career, time, planning and organising) • character (resilience, mindfulness, open- and fair-mindedness, self-awareness) • leadership • citizenship • cultural awareness • ethical (and moral) understanding 	information & communication technologies (ICT) skills	<ul style="list-style-type: none"> • operations and concepts • accessing and analysing information • being productive users of technology • digital citizenship (being safe, positive and responsible online)

Philosophy & Reason helps develop the following 21st century skills:

- critical thinking
- creative thinking
- communication
- collaboration and teamwork
- personal and social skills
- information & communication technologies (ICT) skills.

These elements of 21st century skills are embedded in the syllabus objectives, unit objectives and subject matter, and ISMGs for Philosophy & Reason.

1.2.3 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation in Australia. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

1.2.4 Pedagogical and conceptual frameworks

An approach to inquiry

Learning in the 21st century is dynamic, and is enhanced by an inquiry approach that applies discipline knowledge and skills to real-world situations and contemporary events (Masters 2016). An inquiry approach involves a range of instructional practices that stimulate student learning and give precedence to students' investigative work (Aditomo et al. 2013).

Inquiry-based learning

An inquiry approach involves:

- a method of learning, initiated by questions or problems
- personal construction of a student's own knowledge, i.e. knowledge that is new to the student
- an active approach to learning, where students have the central role

- the teacher acting as a facilitator
- developing self-directed learning over time, as students assume increasing responsibility for their learning.

These core elements are stated by Spronken-Smith and Walker (2010, p. 726) and supported by references to Justice et al. (2007), Khan and O'Rourke (2004) and Weaver (1989).

The following table describes three different approaches to teaching inquiry along the continua between teaching *for* and *through*. This is based on Spronken-Smith and Walker (2010, p. 726), who built on the problem-solving approach of Staver and Bay (1987).

Inquiry type	Description	Teaching <i>for</i> or <i>through</i> inquiry
Structured	Teacher provides students with an issue, problem or question and an outline for addressing it. The inquiry components are structured and each component may be the focus of class activities either in isolation or through connections structured by the teacher.	<i>For</i>
Guided	Teacher provides questions to stimulate inquiry, and students are self-directed in terms of exploring these questions. Teacher provides guidance with some or all inquiry components.	<i>Through</i>
Open	Teacher cedes control and students work more independently to formulate their own questions and problems, and progress through the full inquiry cycle, with the teacher monitoring this progress.	<i>Through</i>

Classroom learning may involve activities and experiences that focus on particular components of the inquiry process so that these are explicitly taught — it is not necessary that students undertake all components of an inquiry approach in order to develop mastery, confidence and independence. Consequently, the role of structured scaffolding is temporal, and this reflects the developmental complexity of the course of study in Queensland senior syllabuses. Figure 3 depicts the four components of an inquiry approach.

Figure 3: Stages of an inquiry approach

An inquiry approach illustrated

Reflecting is the crucial metacognitive activity that connects the four inquiry components of forming, finding, analysing, and evaluating. As students progress in their inquiry, they develop meaning about previous understandings and inquiry decisions. Consequently, students should be encouraged to view all key decisions and activities as formative and therefore worthy of reflection and revision (see Marzano & Kendall 2007, 2008).

Forming

- Describing the task and its components
- Developing questions about the task
- Writing the methodology

Finding

- Exploring sources
- Informing
- Locating and gathering data, information and sources



Evaluating

- Making decisions and judgments
- Drawing conclusions
- Synthesising findings
- Verifying findings

Analysing

- Matching
- Comparing
- Interpreting relationships, patterns and trends

1.2.5 Subject matter

Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with Philosophy & Reason. It is particular to each unit in the course of study and provides the basis for student learning experiences.

Subject matter has a direct relationship to the unit objectives, but is of a finer granularity and is more specific. These statements of learning are constructed in a similar way to objectives. Each statement:

- describes an action (or combination of actions) — what the student is expected to do
- describes the element — expressed as information, mental procedures and/or psychomotor procedures
- is contextualised for the topic or circumstance particular to the unit.

When interpreting the subject matter and assessment specifications, it is important to understand the intent of terms such as 'including' and 'for example'.

When preceding a list, 'including' refers to the aspects, elements or contexts that must be covered when teaching topics in the units; additional aspects, elements or contexts may be used at the teacher's discretion. In instances when 'for example' is used, teachers may select examples from the provided content or choose other relevant examples that are not stated. There is no expectation that all examples must be covered.

Learning in Philosophy & Reason is organised into topics in Units 2, 3 and 4. Unit 1 is presented as a single topic.

1.3 Assessment — general information

Assessments are formative in Units 1 and 2, and summative in Units 3 and 4.

Assessment	Unit 1	Unit 2	Unit 3	Unit 4
Formative assessments	•	•		
Summative internal assessment 1			•	
Summative internal assessment 2			•	
Summative internal assessment 3				•
Summative external assessment				•

1.3.1 Formative assessments — Units 1 and 2

Formative assessments provide feedback to both students and teachers about each student's progress in the course of study.

Schools develop internal assessments for each senior subject, based on the learning described in Units 1 and 2 of the subject syllabus. Each unit objective must be assessed at least once.

For reporting purposes, schools should devise at least *two* but no more than *four* assessments for Units 1 and 2 of this subject. At least *one* assessment must be completed for *each* unit.

The sequencing, scope and scale of assessments for Units 1 and 2 are matters for each school to decide and should reflect the local context.

Teachers are encouraged to use the A–E descriptors in the reporting standards (Section 1.4) to provide formative feedback to students and to report on progress.

1.3.2 Summative assessments — Units 3 and 4

Students will complete a total of *four* summative assessments — three internal and one external — that count towards their final mark in each subject.

Schools develop *three* internal assessments for each senior subject, based on the learning described in Units 3 and 4 of the syllabus.

The three summative internal assessments will be endorsed and the results confirmed by the QCAA. These results will be combined with a single external assessment developed and marked by the QCAA. The external assessment results for Philosophy & Reason will contribute 25% towards a student's result.

Summative internal assessment — instrument-specific marking guides

This syllabus provides ISMGs for the three summative internal assessments in Units 3 and 4.

The ISMGs describe the characteristics evident in student responses and align with the identified assessment objectives. Assessment objectives are drawn from the unit objectives and are contextualised for the requirements of the assessment instrument.

Criteria

Each ISMG groups assessment objectives into criteria. An assessment objective may appear in multiple criteria, or in a single criterion of an assessment.

Making judgments

Assessment evidence of student performance in each criterion is matched to a performance-level descriptor, which describes the typical characteristics of student work.

Where a student response has characteristics from more than one performance level, a best-fit approach is used. Where a performance level has a two-mark range, it must be decided if the best fit is the higher or lower mark of the range.

Authentication

Schools and teachers must have strategies in place for ensuring that work submitted for internal summative assessment is the student's own. Authentication strategies outlined in QCAA guidelines, which include guidance for drafting, scaffolding and teacher feedback, must be adhered to.

Summative external assessment

The summative external assessment adds valuable evidence of achievement to a student's profile. External assessment is:

- common to all schools
- administered under the same conditions at the same time and on the same day
- developed and marked by the QCAA according to a commonly applied marking scheme.

The external assessment contributes 25% to the student's result in Philosophy & Reason. It is not privileged over the school-based assessment.

1.4 Reporting standards

Reporting standards are summary statements that succinctly describe typical performance at each of the five levels (A–E). They reflect the cognitive taxonomy and objectives of the course of study.

The primary purpose of reporting standards is for twice-yearly reporting on student progress. These descriptors can also be used to help teachers provide formative feedback to students and to align ISMGs.

Reporting standards

A
<p>The student demonstrates an <u>astute</u> understanding of meaning as demonstrated by employing terminology related to philosophy and reason appropriately. <u>Detailed accurate</u> descriptions of concepts, methods, principles and theories are provided, with explanations of <u>significant</u> relationships correct in key aspects.</p> <p>The student provides a <u>detailed</u> and <u>informed</u> interpretation of <u>significant</u> ideas and information, with <u>accurate</u> and <u>thorough</u> deconstruction of <u>relevant</u> arguments. <u>Insightful</u> analysis of relationships within and between philosophical ideas, arguments and theories is evident.</p> <p>The student demonstrates a <u>coherent</u> and <u>thorough</u> synthesis of ideas and information, with all key aspects considered and resolved. <u>Insightful</u> and <u>justified</u> evaluation of claims and arguments inherent in philosophical theories, views and ideas is evident through the <u>effective use</u> of <u>relevant</u> and well-chosen criteria. Communication of philosophical ideas and arguments is <u>succinct</u>, and <u>logical</u>, with adherence to genre, language and recognised referencing conventions.</p>
B
<p>The student demonstrates a <u>substantial</u> understanding of meaning by employing most terminology related to philosophy and reason appropriately. <u>Detailed</u> descriptions of concepts, methods, principles and theories are provided, with explanations of relationships correct in most key aspects.</p> <p>The student provides an interpretation of <u>significant</u> ideas and information, with a <u>considered</u> deconstruction of <u>relevant</u> arguments. Analysis of most relationships within and between philosophical ideas, arguments and theories has few significant inaccuracies.</p> <p>The student demonstrates <u>substantial</u> synthesis of ideas and information, with most key aspects <u>considered</u> and resolved. <u>Justified</u> evaluation of claims and arguments inherent in philosophical theories, views and ideas is evident through the <u>use</u> of <u>relevant</u> and <u>appropriate</u> criteria. Communication of philosophical ideas and arguments is <u>clear</u> and <u>logical</u>, with few errors in genre, language and referencing conventions.</p>
C
<p>The student demonstrates a <u>basic</u> understanding of meaning by employing terminology related to philosophy and reason. Descriptions of concepts, methods, principles and theories are provided, but with some explanations of relationships having inaccuracies and/or missing information.</p> <p>The student provides an interpretation of ideas, with <u>partial</u> deconstruction of relevant arguments. Analysis of relationships within and between philosophical ideas, arguments and theories has some inaccuracies, missing information and/or overlooks key issues.</p> <p>The student demonstrates a <u>partial</u> synthesis of ideas and information, with some key aspects <u>considered</u> and resolved. Evaluation of claims and arguments inherent in philosophical theories, views and ideas is evident through the use of <u>appropriate</u> criteria, but some <u>significant</u> criteria are overlooked. Communication of philosophical ideas and arguments is characterised by some errors in genre, language and referencing conventions.</p>

D

The student uses terminology related to philosophy and reason, but descriptions of concepts, methods, principles, theories and explanations of relationships have significant inaccuracies and/or key aspects are omitted.

The student provides a simplistic interpretation of ideas and information, with an ineffective deconstruction of relevant arguments. Analysis of relationships is also simplistic with key issues omitted or significant inaccuracies.

The student demonstrates a superficial synthesis of ideas and information. Evaluation of claims and arguments inherent in philosophical theories, views and ideas is also superficial with unclear or simplistic criteria used. Communication of philosophical ideas and arguments is characterised by significant errors in genre, language and referencing conventions.

E

The student uses some terminology related to philosophy and reason, but descriptions and explanations are missing many key aspects and have significant inaccuracies.

The student provides a simplistic interpretation of basic ideas and information, with deconstruction of arguments that is ineffective as many key issues are omitted and there are significant inaccuracies.

The student makes statements on philosophical theories, views and ideas, with simplistic criteria chosen or not evident. Communication of philosophical ideas and arguments is characterised by frequent and/or significant errors in genre, language and referencing conventions.

2 Unit 1: Fundamentals of reason

2.1 Unit description

In Unit 1, students will examine inductive and deductive reasoning and identify associated fallacies and shortcomings. Students use modern symbolic language as an effective system for the analysis and evaluation of arguments. To assess an argument is to assess a truth claim. This skill is therefore foundational to both the process of critical inquiry and our knowledge about the world.

2.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. define and use the terminology of argumentation to communicate, with attention to accuracy and precision, terms relating to argument composition, nature and purpose in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories of reasoning based on the methodology of philosophical inquiry
3. interpret and analyse arguments, ideas and information relating to effective reasoning from a variety of sources and through a variety of media
4. organise and synthesise ideas and information for the purposes of constructing and evaluating arguments
5. evaluate claims and arguments inherent in a range of theories, views and ideas with reference to validity, soundness and strength of argument
6. create responses that communicate ideas and arguments relating to fundamentals of reason.

2.3 Fundamentals of reason

In this unit, learning consists of the fundamental concepts, skills, knowledge and understanding of the discipline of philosophy. Specifically, this relates to the nature, structure and evaluation of arguments. Students learn how to construct and evaluate arguments and to use arguments to evaluate claims.

Subject matter

In this unit, students will:

- define and use terminology relating to
 - the nature of argument, including valid, invalid, sound, unsound, deduction, induction, analogy, generalisation, necessary, sufficient
 - the composition of argument, including argument, proposition, premise, conclusion
 - the purpose of argument, including explain, justify, analyse, evaluate

Subject matter

- explain
 - how arguments are structured
 - the distinction between deductive and inductive arguments
 - the distinction between necessary and sufficient conditions
 - the use of analogy and generalisation in induction
 - the limitations of deduction and induction, including Hume’s problem of induction
- interpret and analyse arguments, ideas and information in order to
 - identify the components of arguments, including premises and conclusions
 - identify hidden premises
 - translate and symbolise propositions using logical operators
 - classify arguments, e.g. inductive/deductive, argument type
 - identify the formal fallacies affirming the consequent and denying the antecedent
 - identify informal fallacies, including:
 - *ad populum* (illicit appeal to popular opinion/bandwagon fallacy)
 - illicit appeal to nature
 - *tu quoque* (illicit appeal to hypocrisy)
 - *ad hominem* (abusive and circumstantial)
 - *post hoc ergo propter hoc* (false cause)
 - *ad verecundiam* (appeal to the wrong authority)
 - slippery slope
 - faulty analogy
 - *ad misericordiam* (illicit appeal to emotion)
 - gambler’s fallacy
 - composition/division
 - begging the question
 - black and white fallacy
 - hasty generalisation
- generate questions and theses regarding issues such as
 - the use and misuse of argument in contexts such as political discourse, advertising, scientific debate
 - the difference between justification and persuasion, and the resulting difference in the quality of argument
- organise information in order to
 - arrange premises and conclusions into standard argument form
 - produce a written argument
- synthesise ideas and information from a range of sources such as print and digital media, film and television, and philosophical texts
- evaluate claims and arguments inherent in a range of theories, views and ideas in terms of their validity, soundness or strength
- create written responses that communicate ideas and arguments relating to fundamentals of reason.

2.4 Assessment guidance

In constructing assessment instruments for Unit 1, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 1, suggested assessment instruments include an examination (extended response) and extended response (analytical essay).

3 Unit 2: Reason in philosophy

3.1 Unit description

In Unit 2, students will explore how the fundamentals of reason are foundational to philosophical inquiry. Through a study of arguments from two areas of philosophy, they will examine in detail how the fundamentals of reason are applied in philosophical thinking.

Unit requirements

In Unit 2, students complete *two* topics from the three topics provided.

The learning for the unit therefore comprises *two* topics chosen from the following:

- Topic 1: Philosophy of religion
- Topic 2: Philosophy of science
- Topic 3: Philosophy of mind.

3.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

1. define and use terminology relating to the application of reason in the context of two areas of philosophical inquiry in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories of reason in the context of two areas of philosophical inquiry
3. interpret and analyse arguments, ideas and information using the techniques of reason in the context of two areas of philosophical inquiry
4. organise and synthesise ideas and information from two areas of philosophical inquiry to construct arguments
5. evaluate claims and arguments inherent in theories, views and ideas relating to two areas of philosophical inquiry
6. create responses that communicate ideas and arguments relating to reason in philosophy.

3.3 Topic 1: Philosophy of religion

In this topic, students will explore and demonstrate how the fundamentals of reason are used to engage with religious conceptions of god and morality. Arguments about the existence of a god or gods will involve the generation of questions and theses and use of reasoning techniques.

Subject matter

In this topic, students will:

- define and use terminology relating to
 - religion, including religion, god, omnipotence, omniscience, benevolence, good, evil
 - the nature, composition and purpose of argument, as listed in Unit 1
- explain the nature, composition and purpose of philosophical arguments about the existence of a god or gods, including
 - ontological argument/s
 - cosmological argument/s
 - teleological argument/s
 - the problem of evil/suffering
- interpret and analyse philosophical arguments, ideas and information about the existence of a god or gods in order to
 - identify the components of arguments, including premises and conclusions
 - identify hidden premises or assumptions
 - translate and symbolise propositions using logical operators
 - identify and distinguish between any necessary and sufficient conditions
 - classify arguments, e.g. inductive/deductive, argument type
 - identify any formal or informal fallacies
- generate questions and theses regarding issues such as the
 - nature of a god or gods
 - relationship between religion and science
 - nature of morality
- organise information in order to
 - arrange premises and conclusions into standard argument form
 - produce a written argument
- synthesise ideas and information, including philosophical arguments and criticisms thereof
- evaluate claims and arguments inherent in philosophical theories, views and ideas about the existence of a god or gods, in terms of their credibility, validity, soundness or strength
- evaluate the role of reason in discourse about the existence of a god or gods
- create written responses that communicate ideas and arguments relating to philosophy of religion.

3.4 Topic 2: Philosophy of science

In this topic, students will explore and demonstrate how the fundamentals of reason are used within science to create new knowledge. This includes the use of deduction through the hypothetico–deductive method (falsification) and the use of induction through the use of analogy and generalisation. Students will use this knowledge to assess the status of knowledge claims within science.

Subject matter
In this topic, students will: <ul style="list-style-type: none">• <u>define</u> and <u>use</u> terminology relating to<ul style="list-style-type: none">– science, including falsification, fallibility, realism, empiricism, hypothesis, proof, cause, pseudoscience– the nature, composition and purpose of argument, as listed in Unit 1
<ul style="list-style-type: none">• <u>explain</u><ul style="list-style-type: none">– the use of analogy, generalisation and deduction in science– the nature, composition and purpose of philosophical arguments about the status of scientific knowledge, including<ul style="list-style-type: none">▪ the problem of induction▪ Popper’s demarcation problem and the <u>hypothetico–deductive method</u>
<ul style="list-style-type: none">• <u>interpret</u> and <u>analyse</u> philosophical arguments, ideas and information about the status of scientific knowledge in order to<ul style="list-style-type: none">– <u>identify</u> the components of arguments, including premises and conclusions– identify hidden premises or assumptions– identify and <u>distinguish</u> between any necessary and sufficient conditions– translate and <u>symbolise</u> propositions using logical operators– <u>classify</u> arguments, e.g. inductive/deductive, argument type– identify any formal or informal fallacies
<ul style="list-style-type: none">• <u>generate</u> questions and theses regarding issues such as<ul style="list-style-type: none">– the nature of knowledge– the relationship between scientific and religious thinking– public funding of pseudoscience– public scientific literacy/confidence in the context of fallibility
<ul style="list-style-type: none">• <u>organise</u> information in order to<ul style="list-style-type: none">– arrange premises and conclusions into standard argument form– produce a written argument
<ul style="list-style-type: none">• <u>synthesise</u> ideas and information, including philosophical arguments and criticisms thereof
<ul style="list-style-type: none">• <u>evaluate</u> claims and arguments inherent in philosophical theories, views and ideas about the status of scientific knowledge, in terms of their credibility, validity, soundness or strength
<ul style="list-style-type: none">• <u>evaluate</u> the role of reason in discourse about science and knowledge
<ul style="list-style-type: none">• <u>create</u> written responses that <u>communicate</u> ideas and arguments relating to philosophy of science.

3.5 Topic 3: Philosophy of mind

In this topic, students will explore and demonstrate how the fundamentals of reason are used within the philosophical inquiry into the nature of mind.

Subject matter
<p>In this topic, students will:</p> <ul style="list-style-type: none">• <u>define</u> and <u>use</u> terminology relating to<ul style="list-style-type: none">– the nature of mind and consciousness, including consciousness, mind, brain, free will, dualism, physicalism, determinism, artificial intelligence (AI)– the nature, composition and purpose of argument, as listed in Unit 1
<ul style="list-style-type: none">• <u>explain</u> the nature, composition and purpose of philosophical arguments about the nature of mind and consciousness, including at least <i>two</i> of the following<ul style="list-style-type: none">– Descartes' mind–body dualism– Jackson's epiphenomenal qualia– Chalmers' conceptualisation of the philosophical zombie– Searle's Chinese room argument
<ul style="list-style-type: none">• <u>interpret</u> and <u>analyse</u> philosophical arguments and information about the nature of mind and consciousness in order to<ul style="list-style-type: none">– <u>identify</u> the components of arguments, including premises and conclusions– identify hidden premises or assumptions– identify and <u>distinguish</u> between any necessary and sufficient conditions– translate and <u>symbolise</u> propositions using logical operators– <u>classify</u> arguments, e.g. inductive/deductive, argument type– identify any formal or informal fallacies
<ul style="list-style-type: none">• <u>generate</u> questions and theses regarding issues such as the<ul style="list-style-type: none">– relative value of human and non-human consciousness– legal and ethical ramifications of determinism
<ul style="list-style-type: none">• <u>organise</u> information in order to<ul style="list-style-type: none">– arrange premises and conclusions into standard argument form– produce a written argument
<ul style="list-style-type: none">• <u>synthesise</u> ideas and information, including philosophical arguments and criticisms thereof
<ul style="list-style-type: none">• <u>evaluate</u> claims and arguments inherent in philosophical theories, views and ideas about the nature of mind and consciousness, in terms of their credibility, validity, soundness or strength
<ul style="list-style-type: none">• <u>evaluate</u> the role of reason in discourse about the nature of the mind and consciousness
<ul style="list-style-type: none">• <u>create</u> written responses that <u>communicate</u> ideas and arguments relating to philosophy of mind.

3.6 Assessment guidance

In constructing assessment instruments for Unit 2, schools should ensure that the objectives cover, or are chosen from, the unit objectives. If one assessment instrument is developed for a unit, it must assess all the unit objectives; if more than one assessment instrument is developed, the unit objectives must be covered across those instruments.

For Unit 2, suggested assessment instruments include an examination (extended response) and extended response (analytical essay).

4 Unit 3: Moral philosophy and schools of thought

4.1 Unit description

In Unit 3, students will investigate how moral issues can be understood and engaged with through a rational framework. They will analyse and evaluate a range of ethical theories and understand their implications for classical and contemporary issues. Students will also undertake an in-depth study of a school of thought by exploring its relevance to modern society.

Unit requirements

The learning for the unit therefore comprises two topics, which are of equal importance in providing students with the knowledge and skills associated with the unit.

The Unit 3 topics are:

- Topic 1: Moral philosophy
- Topic 2: Philosophical schools of thought.

4.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA1	IA2
1. <u>define</u> and <u>use</u> terminology associated with moral philosophy and a philosophical school of thought in order to <u>demonstrate</u> an understanding of meaning	•	•
2. <u>explain</u> concepts, methods, principles and theories of moral philosophy and a philosophical school of thought	•	•
3. <u>interpret</u> and <u>analyse</u> arguments, ideas and information relating to moral philosophy and to a philosophical school of thought	•	•
4. <u>organise</u> and <u>synthesise</u> ideas and information to <u>understand</u> and engage with moral issues and with a philosophical school of thought, and to <u>construct</u> arguments supporting various positions in moral philosophy and in a philosophical school of thought	•	•
5. <u>evaluate</u> claims and arguments inherent in theories, views and ideas relating to moral philosophy and to a philosophical school of thought	•	•
6. <u>create</u> responses that <u>communicate</u> ideas and arguments relating to moral philosophy and to a philosophical school of thought.	•	•

4.3 Topic 1: Moral philosophy

In this topic, students will study philosophical theories in an attempt to understand and discuss how we should live our lives. Analysis of philosophical concepts such as rightness, duty, freedom and virtue is vital if such a discussion is to be informed, rational and convincing.

Subject matter

In this topic, students will:

- define and use terminology relating to
 - moral philosophy, including ethics, good, evil, happiness, suffering, flourishing, duty, right, virtue, value, absolutism, relativism, morality
 - the nature, composition and purpose of argument, as listed in Unit 1
- explain principles and theories within moral philosophy, including
 - utilitarianism
 - Kantian ethics
 - virtue ethics
- interpret and analyse philosophical arguments, ideas and information about the individual's obligations towards self and others in order to identify
 - the components of arguments, including premises and conclusions
 - any hidden premises or assumptions
 - any formal or informal fallacies
- generate questions and theses regarding issues such as
 - the nature of morality
 - the relationship between individual morality and social responsibility
 - the relationship between morality and religion
 - the practical consequences of adopting a particular ethical position
 - ethical obligations towards animals (non-humans)
 - the practical application of ethical theories to contemporary issues
- organise information in order to
 - arrange premises and conclusions into standard argument form
 - produce a written argument in defence of an ethical position
- synthesise ideas and information, including philosophical arguments and criticisms thereof
- evaluate claims and arguments inherent in philosophical theories, views and ideas about the individual's obligations towards self and others, in terms of their credibility, validity, soundness or strength
- evaluate the role of reason in discourse about the individual's obligations towards self and others
- create an extended written response that communicates ideas and arguments relating to moral philosophy.

4.4 Topic 2: Philosophical schools of thought

In this topic, students will study the philosophical ideas of a selected school of thought. This affords students the opportunity to conduct an in-depth exploration of concepts encountered in previous units, or to inquire into ideas not otherwise encountered in the course of study.

At least *one* of the following schools of thought must be selected:

- consequentialism
- Eastern philosophy, e.g. of India, China, Japan
- empiricism
- existentialism
- feminist philosophy
- logical positivism
- nihilism
- pragmatism
- rationalism
- scepticism
- stoicism.

Subject matter

In the context of the school of thought selected from the list above, students will:

- define and use terminology relating to
 - the work of the selected school of thought
 - the nature, composition and purpose of argument, as listed in Unit 1
- explain principles and theories associated with the selected school of thought
- interpret and analyse philosophical arguments, ideas and information associated with the selected school of thought in order to identify
 - the components of arguments, including premises and conclusions
 - any hidden premises or assumptions
 - any formal or informal fallacies
- generate questions and theses regarding issues arising from the work of the selected school of thought and its relevance to contemporary society
- organise information in order to
 - arrange premises and conclusions into standard argument form
 - produce a written argument
- synthesise ideas and information, including philosophical arguments related to the selected school of thought, and criticisms thereof
- evaluate claims and arguments inherent in philosophical theories, views and ideas related to the selected school of thought, in terms of their credibility, validity, soundness or strength
- create an extended response (analytical essay) that communicates ideas and arguments relating to a philosophical school of thought.

4.5 Assessment

4.5.1 Summative internal assessment 1 (IA1): Examination — extended response (25%)

Description

The examination assesses the application of a range of cognitions to a provided problem, question or hypothesis.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. define and use terminology associated with moral philosophy in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories by inquiring into an issue relating to moral philosophy
3. interpret and analyse arguments, ideas and information relating to moral philosophy
4. organise and synthesise ideas and information to understand, engage with and construct arguments relating to moral philosophy
5. evaluate claims and arguments inherent in theories, views and ideas relating to moral philosophy
6. create an analytical essay response that communicates ideas and arguments using an understanding of moral philosophy.

Specifications

The student will be required 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 will be related to Unit 3 Topic 1: Moral philosophy. Theories to be used include two of the following: utilitarianism, Kantian ethics, or virtue ethics.

Students will also be 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 will be written in the form of an analytical essay.

Stimulus specifications

- Stimulus materials must be succinct enough to allow students sufficient time to engage with them.
- Stimulus materials need to include information related to moral philosophy and the contemporary issue.

- Stimulus materials should be presented in both text-based formats (e.g. excerpts from reference books, journals, media articles) and visual forms (e.g. cartoons, diagrams, graphical representations, illustrations, tables).

Extended response

- Constructed using one item; the item is a response to an unseen problem, question or hypothesis
- Requires sustained analysis, synthesis and evaluation to fully answer a problem, question or hypothesis.

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: written, 800–1000 words
- No notes allowed.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the examination (extended response).

Criterion	Objectives	Marks
Defining, using and explaining	1, 2	8
Interpreting and analysing	3	7
Organising, synthesising and evaluating	4, 5	7
Creating and communicating	6	3
Total		25

Instrument-specific marking guide

Criterion: Defining, using and explaining

Assessment objectives

1. define and use terminology associated with moral philosophy in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories by inquiring into an issue relating to moral philosophy

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>astute</u> understanding of meaning demonstrated by employing the terminology of reason and moral philosophy • <u>consistent</u> and <u>appropriate use</u> of the terminology of reason and moral philosophy in relation to the issue • <u>detailed</u> descriptions and explanations of concepts, methods, principles and theories relating to moral philosophy that are correct in all key aspects. 	7–8
<ul style="list-style-type: none"> • <u>substantial</u> understanding of meaning demonstrated by employing the terminology of reason and moral philosophy 	5–6

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> generally <u>appropriate use</u> of the terminology of reason and moral philosophy in relation to the issue <u>detailed</u> descriptions and explanations of ethical concepts, methods, principles and theories relating to moral philosophy that are correct in most key aspects. 	
<ul style="list-style-type: none"> <u>basic</u> understanding of meaning demonstrated by employing the terminology of reason and moral philosophy <u>use</u> of the terminology of reason and moral philosophy is evident, but with lapses in its appropriate use in relation to the issue descriptions and explanations of concepts and principles of moral philosophy are evident, but with some inaccuracies and omissions. 	3–4
<ul style="list-style-type: none"> <u>use</u> of the terminology of reason and moral philosophy is evident, but not sufficient identifies some concepts and principles of moral philosophy in relation to the issue <u>significant</u> inaccuracies in descriptions and explanations of concepts and/or principles of moral philosophy are evident throughout the response. 	1–2
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Interpreting and analysing

Assessment objective

3. interpret and analyse arguments, ideas and information relating to moral philosophy

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> <u>detailed</u> and <u>informed</u> interpretation of <u>significant</u> ideas and information relating to moral philosophy detailed and <u>accurate</u> deconstruction of <u>relevant</u> arguments relating to moral philosophy determination of significant relationships within and between ideas, arguments and theories of moral philosophy no significant inaccuracies and/or missing information, and does not overlook key issues in moral philosophy. 	6–7
<ul style="list-style-type: none"> interpretation of <u>significant</u> ideas and information relating to moral philosophy <u>considered</u> deconstruction of <u>relevant</u> arguments relating to moral philosophy determination of most relevant and significant relationships within and between ideas, arguments and theories of moral philosophy. 	4–5
<ul style="list-style-type: none"> interpretation of ideas and information relating to moral philosophy <u>partial</u> deconstruction of <u>relevant</u> arguments relating to moral philosophy determination of some relationships within and between ideas, arguments and theories of moral philosophy. 	2–3
<ul style="list-style-type: none"> <u>simplistic</u> interpretation of ideas and information relating to moral philosophy ineffective deconstruction of arguments relating to moral philosophy determination of superficial relationships within and between ideas, arguments or theories of moral philosophy throughout the response. 	1
<ul style="list-style-type: none"> does not satisfy any of the descriptors above. 	0

Criterion: Organising, synthesising and evaluating

Assessment objectives

4. organise and synthesise ideas and information to understand, engage with and construct arguments relating to moral philosophy
5. evaluate claims and arguments inherent in theories, views and ideas relating to moral philosophy

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>coherent</u> and <u>thorough</u> synthesis of ideas and information relating to moral philosophy in which all key aspects have been <u>considered</u> and resolved • <u>insightful</u> and <u>justified</u> evaluation of philosophical theories and views in moral philosophy using well-chosen criteria • <u>effective</u>, thoroughly justified arguments relating to moral philosophy • all <u>relevant</u> criteria used in evaluation of claims and arguments in moral philosophy • <u>discerning use</u> of stimulus material is evident. 	6–7
<ul style="list-style-type: none"> • <u>substantial</u> synthesis of ideas and information relating to moral philosophy in which most key aspects have been <u>considered</u> and resolved • <u>justified</u> evaluation of philosophical theories and views in moral philosophy using <u>appropriate</u> criteria • <u>clearly structured</u> and justified arguments relating to moral philosophy • most <u>significant</u> criteria used in evaluation of claims and arguments in moral philosophy • <u>competent use</u> of stimulus material is evident. 	4–5
<ul style="list-style-type: none"> • <u>partial</u> synthesis of ideas and information relating to moral philosophy in which some key aspects have been <u>considered</u> and resolved • evaluation of philosophical theories, views and issues in moral philosophy using <u>appropriate</u> criteria • <u>structured</u> arguments relating to moral philosophy • <u>significant</u> criteria overlooked in evaluation of claims and arguments in moral philosophy • <u>use</u> of stimulus material is evident but not <u>effective</u>. 	2–3
<ul style="list-style-type: none"> • <u>superficial</u> synthesis of ideas and information relating to moral philosophy • superficial evaluation of philosophical theories, views and issues relating to moral philosophy • unstructured arguments relating to moral philosophy • <u>unclear</u> and/or <u>simplistic</u> criteria chosen for evaluation of claims and arguments in moral philosophy • stimulus material is not used or its <u>use</u> is <u>irrelevant</u>. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating and communicating

Assessment objective

6. create an analytical essay response that communicates ideas and arguments using an understanding of moral philosophy.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• <u>succinct</u>, with ideas and arguments <u>related</u> to the central thesis conveyed <u>fluently</u> and <u>logically</u>• features of the analytical essay genre are consistently demonstrated• <u>minimal</u> errors in spelling, grammar and punctuation.	3
<ul style="list-style-type: none">• conveys ideas and arguments that are <u>related</u> to the central thesis• features of the analytical essay genre are generally demonstrated• some errors in spelling, grammar and punctuation evident.	2
<ul style="list-style-type: none">• conveys ideas and/or arguments that may not be <u>related</u> to the central thesis• features of the analytical essay genre are inconsistently demonstrated• <u>frequent</u> errors in spelling, grammar and punctuation impede communication of ideas and arguments.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

4.5.2 Summative internal assessment 2 (IA2): Extended response — analytical essay (25%)

Description

This assessment focuses on the interpretation, analysis, examination and/or evaluation of ideas and information. It is an open-ended task responding to a particular situation or stimulus materials. While students may undertake some research when writing the extended response, it is not the focus of this technique.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. define and use terminology associated with a selected philosophical school of thought in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories relating to the philosophical school of thought
3. interpret and analyse arguments, ideas and information relating to the philosophical school of thought
4. organise and synthesise ideas and information to understand, engage with and construct arguments supporting positions relating to the philosophical school of thought
5. evaluate claims and arguments inherent in theories, views and ideas relating to the philosophical school of thought
6. create an extended response (analytical essay) that communicates ideas and arguments relating to the philosophical school of thought.

Specifications

The student will be required 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, the student will 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's response is written in the form of an analytical essay.

Stimulus specifications

The stimulus material must be evident within the assessment instrument and may include:

- quotes, general text or images (photographs, cartoons, diagrams) that encapsulate key concepts
- situations or scenarios for students to engage with
- key philosophers and/or key philosophical concepts to be used.

Conditions

- Written: 1500–2000 words
- Time: approximately 15 hours of the time allocation for Unit 3.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the extended response (analytical essay).

Criterion	Objectives	Marks
Defining, using and explaining	1, 2	8
Interpreting and analysing	3	7
Organising, synthesising and evaluating	4, 5	7
Creating and communicating	6	3
Total		25

Instrument-specific marking guide

Criterion: Defining, using and explaining

Assessment objectives

1. define and use terminology associated with a selected philosophical school of thought in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories relating to the philosophical school of thought

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>astute</u> understanding of meaning demonstrated by employing the terminology of the selected school of thought • <u>consistent</u> and <u>appropriate use</u> of the terminology of the selected philosophical school of thought • <u>detailed</u> descriptions and explanations of concepts, methods, principles and theories relating to the selected philosophical school of thought that are correct in all key aspects. 	7–8
<ul style="list-style-type: none"> • <u>substantial</u> understanding of meaning demonstrated by employing the terminology of the selected philosophical school of thought • generally <u>appropriate use</u> of terminology of the selected philosophical school of thought • <u>detailed</u> descriptions and explanations of concepts, methods, principles and theories relating to the selected school of thought that are correct in most key aspects. 	5–6
<ul style="list-style-type: none"> • <u>basic</u> understanding of meaning demonstrated by employing the terminology of the selected philosophical school of thought • <u>use</u> of the terminology of the selected philosophical school of thought is evident, but with lapses in its appropriate use • descriptions and explanations of concepts and principles of the selected philosophical school of thought are evident, but with some inaccuracies or omissions. 	3–4
<ul style="list-style-type: none"> • <u>use</u> of the terminology of the selected philosophical school of thought is evident, but is not sufficient • identifies some concepts and/or principles of the selected philosophical school of thought • <u>significant</u> inaccuracies in descriptions and explanations relating to the selected philosophical 	1–2

school of thought are evident throughout the response.	
• does not satisfy any of the descriptors above.	0

Criterion: Interpreting and analysing

Assessment objective

3. interpret and analyse arguments, ideas and information relating to the philosophical school of thought

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>detailed</u> and <u>informed</u> interpretation of <u>significant</u> ideas and information relating to the philosophical school of thought • detailed and accurate deconstruction of <u>relevant</u> arguments relating to the philosophical school of thought • determination of relevant and significant relationships within and between ideas, arguments and theories of the philosophical school of thought. 	6–7
<ul style="list-style-type: none"> • interpretation of <u>significant</u> ideas and information relating to the philosophical school of thought • <u>considered</u> deconstruction of <u>relevant</u> arguments relating to the philosophical school of thought • determination of most relevant and significant relationships within and between ideas, arguments and theories of the philosophical school of thought. 	4–5
<ul style="list-style-type: none"> • interpretation of ideas and information relating to the philosophical school of thought • <u>partial</u> deconstruction of <u>relevant</u> arguments relating to the philosophical school of thought • determination of some relationships within and between ideas, arguments and theories of the philosophical school of thought. 	2–3
<ul style="list-style-type: none"> • <u>simplistic</u> interpretation of ideas and information relating to the philosophical school of thought • ineffective deconstruction of arguments relating to the philosophical school of thought • determination of superficial relationships within and between ideas, arguments or theories of the philosophical school of thought. 	1
• does not satisfy any of the descriptors above.	0

Criterion: Organising, synthesising and evaluating

Assessment objectives

4. organise and synthesise ideas and information to understand, engage with and construct arguments supporting positions relating to the philosophical school of thought
5. evaluate claims and arguments inherent in theories, views and ideas relating to the philosophical school of thought

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>coherent</u> and <u>thorough</u> synthesis of ideas and information relating to the philosophical school of thought in which all key aspects have been <u>considered</u> and resolved • <u>insightful</u> and <u>justified</u> evaluation of philosophical theories and views relating to the philosophical school of thought using well-chosen criteria • <u>effective</u>, thoroughly justified arguments relating to the philosophical school of thought • all <u>relevant</u> criteria used in evaluation of claims and arguments regarding the selected philosophical school of thought • <u>discerning use</u> of stimulus material is evident. 	6–7
<ul style="list-style-type: none"> • <u>substantial</u> synthesis of ideas and information relating to the philosophical school of thought in which most key aspects have been <u>considered</u> and resolved • <u>justified</u> evaluation of philosophical theories and views relating to the philosophical school of thought using <u>appropriate</u> criteria • <u>clearly structured</u> and justified arguments relating to the philosophical school of thought • most <u>significant</u> criteria used in evaluation of claims and arguments regarding the philosophical school of thought • <u>competent use</u> of stimulus material is evident. 	4–5
<ul style="list-style-type: none"> • <u>partial</u> synthesis of ideas and information relating to the philosophical school of thought in which some key aspects have been <u>considered</u> and resolved • evaluation of philosophical theories and views relating to the philosophical school of thought using <u>appropriate</u> criteria • <u>structured</u> arguments relating to the philosophical school of thought • <u>significant</u> criteria overlooked in evaluation of claims and arguments relating to the philosophical school of thought • <u>use</u> of stimulus material is evident but not <u>effective</u>. 	2–3
<ul style="list-style-type: none"> • <u>superficial</u> synthesis of ideas and information relating to the philosophical school of thought • superficial evaluation of philosophical theories and views relating to the philosophical school of thought • unstructured arguments relating to the philosophical school of thought • <u>unclear</u> and/or <u>simplistic</u> criteria chosen for evaluation of claims and arguments relating to the school of thought • stimulus material is not used or its <u>use</u> is <u>irrelevant</u>. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating and communicating

Assessment objective

6. create an extended response (analytical essay) that communicates ideas and arguments relating to the philosophical school of thought.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• <u>succinct</u>, with ideas and arguments <u>related</u> to the central thesis conveyed <u>logically</u>• genre and recognised referencing conventions are consistently adhered to• minimal errors in spelling, grammar, punctuation and referencing.	3
<ul style="list-style-type: none">• conveys ideas and arguments that are <u>related</u> to the central thesis• genre and recognised referencing conventions are generally adhered to• some errors in spelling, grammar, punctuation and referencing.	2
<ul style="list-style-type: none">• conveys ideas and/or arguments that are not <u>related</u> to the central thesis• <u>significant</u> errors in genre and/or referencing conventions• <u>frequent</u> errors in spelling, grammar and punctuation impede communication of ideas and arguments.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

5 Unit 4: Social and political philosophy

5.1 Unit description

In Unit 4, students will explore the nature of rights, including how rights might be sourced within concepts of natural law and human nature. Building on this, students then move to understand how societies can be constructed to ensure humans flourish.

Unit requirements

The learning for the unit therefore comprises two topics, which are of equal importance in providing students with the knowledge and skills associated with the unit.

The Unit 4 topics are:

- Topic 1: Rights
- Topic 2: Political philosophy.

5.2 Unit objectives

Unit objectives are drawn from the syllabus objectives and are contextualised for the subject matter and requirements of the unit. Each unit objective must be assessed at least once.

Students will:

Unit objective	IA3	EA
1. <u>define</u> and <u>use</u> terminology relating to social and political philosophy in order to <u>demonstrate</u> an understanding of meaning	•	•
2. <u>explain</u> concepts, methods, principles and theories relating to social and political philosophy	•	•
3. <u>interpret</u> and <u>analyse</u> arguments, ideas and information relating to social and political philosophy	•	•
4. <u>organise</u> and <u>synthesise</u> ideas and information to <u>construct</u> arguments supporting various positions relating to social and political philosophy	•	•
5. <u>evaluate</u> claims and arguments inherent in theories and views relating to social and political philosophy	•	•
6. <u>create</u> responses that <u>communicate</u> ideas and arguments relating to social and political philosophy.	•	•

5.3 Topic 1: Rights

In this topic, students will explore how rights can be understood through a philosophical analysis of the concept, drawing on a range of associated social and political ideas and philosophers. Students will apply this knowledge and understanding to a discussion of contemporary application and codification of rights.

Subject matter

In this topic, students will:

- define and use terminology relating to
 - the origin and nature of rights and responsibilities, including human nature, right, duty, obligation, civil disobedience, natural law, authority, property
 - the nature, composition and purpose of argument, as listed in Unit 1
- explain the nature, composition and purpose of philosophical arguments about the existence/source of various rights, including
 - natural law theory
 - social contract theory
 - labour theory of property
 - the harm principle
 - the veil of ignorance
- interpret and analyse philosophical arguments, ideas and information about the existence of rights in order to
 - identify the components of arguments, including premises and conclusions
 - identify hidden premises or assumptions
 - translate and symbolise propositions using logical operators
 - identify and distinguish between any necessary and sufficient conditions
 - classify arguments, e.g. inductive/deductive, argument type
 - identify any formal or informal fallacies
- generate questions and theses regarding issues such as
 - whether or not there are natural or human rights that exist independently of law
 - what limits, if any, should be placed on governmental power
 - the recognition of previously unrecognised rights, e.g. marriage equality
 - the recognition of non-human rights, e.g. animal rights, environmental rights
 - the status of documents such as a bill of rights, the Universal declaration of human rights or the Declaration of the rights of the child
- organise information in order to
 - arrange premises and conclusions into standard argument form
 - produce a written argument
- synthesise ideas and information about rights, including philosophical arguments and criticisms thereof
- evaluate claims and arguments inherent in philosophical theories, views and ideas about rights in terms of their credibility, validity, soundness or strength
- evaluate the role of reason in discourse about rights
- create an extended response (analytical essay) that communicates ideas and arguments relating to rights.

5.4 Topic 2: Political philosophy

In this topic, students will investigate how best to arrange our collective life. This includes an analysis of political institutions, economic systems and social practices based on a philosophical understanding of ideas such as rights, fairness and justice.

Subject matter

In this topic, students will:

- define and use terminology relating to
 - political philosophy, including human nature, fairness, equity, justice, positive and negative freedom, right, duty, obligation, censorship, distributive justice, democracy
 - the nature, composition and purpose of argument, as listed in Unit 1
- explain the nature, composition and purpose of arguments relating to political philosophies, including
 - anarchism
 - communism
 - libertarianism
 - social democracy
 - socialism
- interpret and analyse philosophical arguments, ideas and information about political systems in order to
 - identify the components of arguments, including premises and conclusions
 - identify hidden premises or assumptions
 - translate and symbolise propositions using logical operators
 - identify and distinguish between any necessary and sufficient conditions
 - classify arguments, e.g. inductive/deductive, argument type
 - identify any formal or informal fallacies
- generate questions and theses regarding issues such as
 - the origins of government
 - the purpose of government
 - the source of governmental power
 - what limits, if any, should be placed on governmental power
 - the proper balance between the needs of the many and the needs of the few
 - duties towards citizens and non-citizens
 - freedom
 - equality
 - justice
- organise information in order to
 - arrange premises and conclusions into standard argument form
 - produce a written argument
- synthesise ideas and information, including philosophical arguments and criticisms thereof
- evaluate claims and arguments inherent in philosophical theories and views about political systems, in terms of their credibility, validity, soundness or strength
- evaluate the role of reason in discourse about political philosophy
- create an extended written response that communicates ideas and arguments on political philosophy.

5.5 Assessment

5.5.1 Summative internal assessment 3 (IA3): Extended response — analytical essay (25%)

Description

This assessment focuses on the interpretation, analysis, examination and/or evaluation of ideas and information. It is an open-ended task responding to a particular situation or stimulus materials. While students may undertake some research when writing the extended response, it is not the focus of this technique.

This assessment occurs over an extended and defined period of time. Students may use class time and their own time to develop a response.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. define and use terminology relating to rights in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories relating to rights
3. interpret and analyse arguments, ideas and information relating to rights
4. organise and synthesise ideas and information to understand, engage with and construct arguments relating to rights
5. evaluate claims and arguments inherent in theories, views and ideas relating to rights
6. create an extended response (analytical essay) response that communicates ideas and arguments using an understanding of rights.

Specifications

The student will be required 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 will arrive at a conclusion about the existence, source or status of a specific right or category of rights.

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 students to form their response.

The student response is written in the form of an analytical essay.

The stimulus material must be evident with the assessment instrument and may include:

- quotes, general text or images (photographs, cartoons, diagrams) that encapsulate key concepts
- situations or scenarios with which students are required to engage
- key philosophers and/or key philosophical concepts to be used.

Conditions

- Written: 1500–2000 words
- Time: approximately 15 hours of the time allocation for Unit 4.

Summary of the instrument-specific marking guide

The following table summarises the criteria, assessment objectives and mark allocation for the extended response (analytical essay).

Criterion	Objectives	Marks
Defining, using and explaining	1, 2	8
Interpreting and analysing	3	7
Organising, synthesising and evaluating	4, 5	7
Creating and communicating	6	3
Total		25

Instrument-specific marking guide

Criterion: Defining, using and explaining

Assessment objectives

1. define and use terminology relating to rights in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories relating to rights

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• <u>astute</u> understanding of meaning demonstrated by employing the terminology of rights• <u>consistent</u> and <u>appropriate use</u> of terminology relating to rights• <u>detailed</u> descriptions and explanations of concepts, methods, principles and theories relating to rights that are correct in all key aspects.	7–8
<ul style="list-style-type: none">• <u>substantial</u> understanding of meaning demonstrated by employing the terminology of rights• generally <u>appropriate use</u> of terminology relating to rights• detailed descriptions and explanations of concepts, methods, principles and theories relating to rights that are correct in most key aspects.	5–6
<ul style="list-style-type: none">• <u>basic</u> understanding of meaning demonstrated by employing the terminology of rights• <u>use</u> of terminology relating to rights• descriptions and explanations of concepts and principles relating to rights are evident, but with some inaccuracies or omissions.	3–4
<ul style="list-style-type: none">• use of the terminology of rights is evident, but not sufficient• identifies some concepts and/or principles relating to rights• <u>significant</u> inaccuracies in descriptions and explanations of concepts and/or principles relating to rights are evident throughout the response.	1–2
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Interpreting and analysing

Assessment objective

3. interpret and analyse arguments, ideas and information relating to rights

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• <u>detailed</u> and <u>informed</u> interpretation of <u>significant</u> ideas and information relating to rights• detailed and <u>accurate</u> deconstruction of <u>relevant</u> arguments relating to rights• determination of relevant and <u>significant</u> relationships within and between ideas, arguments and theories on rights.	6–7
<ul style="list-style-type: none">• interpretation of <u>significant</u> ideas and information relating to rights• <u>considered</u> deconstruction of <u>relevant</u> arguments relating to rights• determination of most relevant and <u>significant</u> relationships within and between ideas, arguments and theories on rights.	4–5
<ul style="list-style-type: none">• interpretation of ideas and information relating to rights• <u>partial</u> deconstruction of <u>relevant</u> arguments relating to rights• determination of some relationships within and between ideas, arguments and theories on rights.	2–3
<ul style="list-style-type: none">• <u>simplistic</u> interpretation of ideas and information relating to rights• ineffective deconstruction of arguments relating to rights• determination of superficial relationships within and between ideas, arguments or theories on rights throughout the response.	1
<ul style="list-style-type: none">• does not satisfy any of the descriptors above.	0

Criterion: Organising, synthesising and evaluating

Assessment objectives

4. organise and synthesise ideas and information to understand, engage with and construct arguments relating to rights

5. evaluate claims and arguments inherent in theories, views and ideas relating to rights

The student work has the following characteristics:	Marks
<ul style="list-style-type: none">• <u>coherent</u> and <u>thorough</u> synthesis of ideas and information relating to rights in which all key aspects have been <u>considered</u> and resolved• <u>insightful</u> and <u>justified</u> evaluation of philosophical theories and views relating to rights using well-chosen criteria• <u>effective</u>, thoroughly justified arguments relating to rights• all <u>relevant</u> criteria used in evaluation of claims and arguments relating to rights• <u>discerning use</u> of stimulus material is evident.	6–7
<ul style="list-style-type: none">• <u>substantial</u> synthesis of ideas and information relating to rights in which most key aspects have been <u>considered</u> and resolved• <u>justified</u> evaluation of philosophical theories and views relating to rights using appropriate criteria• <u>clearly structured</u> and justified arguments relating to rights• most <u>significant</u> criteria used in evaluation of claims and arguments regarding rights• <u>competent use</u> of stimulus material is evident.	4–5
<ul style="list-style-type: none">• <u>partial</u> synthesis of ideas and information relating to rights in which some key aspects have	2–3

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • been <u>considered</u> and resolved • evaluation of philosophical theories and views relating to rights using appropriate criteria • structured arguments relating to rights • significant criteria overlooked in evaluation of claims and arguments relating to rights • <u>use</u> of stimulus material is evident, but not effective. 	
<ul style="list-style-type: none"> • <u>superficial</u> synthesis of ideas and information relating to rights • superficial evaluation of philosophical theories and views relating to rights • unstructured arguments relating to rights • <u>unclear</u> and/or <u>simplistic</u> criteria chosen for evaluation of claims and arguments relating to rights • stimulus material is not used or its <u>use</u> is <u>irrelevant</u>. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

Criterion: Creating and communicating

Assessment objective

6. create an extended response (analytical essay) response that communicates ideas and arguments using an understanding of rights.

The student work has the following characteristics:	Marks
<ul style="list-style-type: none"> • <u>succinct</u>, with ideas and arguments <u>related</u> to the central thesis conveyed <u>logically</u> • genre and recognised referencing conventions are consistently adhered to • <u>minimal</u> errors in spelling, grammar, punctuation and referencing. 	3
<ul style="list-style-type: none"> • conveys ideas and arguments that are <u>related</u> to the central thesis • genre and recognised referencing conventions are generally adhered to • some errors in spelling, grammar, punctuation and referencing. 	2
<ul style="list-style-type: none"> • conveys ideas and/or arguments that are not <u>related</u> to the central thesis • <u>significant</u> errors in genre and/or referencing conventions • <u>frequent</u> errors in spelling, grammar and punctuation impede communication of ideas and arguments. 	1
<ul style="list-style-type: none"> • does not satisfy any of the descriptors above. 	0

5.5.2 Summative external assessment (EA): Examination — extended response (25%)

General information

Summative external assessment is developed and marked by the QCAA. In Philosophy & Reason it contributes 25% to a student's overall subject result.

The external assessment in Philosophy & Reason is common to all schools and administered under the same conditions, at the same time, on the same day.

Description

The examination assesses the application of a range of cognitions to a provided question, scenario or problem.

Student responses must be completed individually, under supervised conditions, and in a set timeframe.

The examination will focus on Unit 4 Topic 2: Political philosophy.

Assessment objectives

This assessment instrument is used to determine student achievement in the following objectives:

1. define and use terminology relating to political philosophy in order to demonstrate an understanding of meaning
2. explain concepts, methods, principles and theories relating to political philosophy
3. interpret and analyse arguments, ideas and information relating to political philosophy
4. organise and synthesise ideas and information to understand, engage with and construct arguments relating to political philosophy
5. evaluate claims and arguments inherent in theories and views relating to political philosophy
6. create an analytical essay response that communicates ideas and arguments relating to political philosophy.

Specifications

The student will be required to compare and evaluate two political philosophies that have been studied in Unit 4 Topic 2: Political philosophy. The focus of the comparison and evaluation is on the relationship between the philosophical assumptions of each theory and its conception of the ideal society.

Students will also be required to use unseen stimulus materials provided with the examination paper.

The student response will be in the form of an analytical essay.

Stimulus specifications

- Stimulus materials reflect the subject matter within Topic 2: Political philosophy.
- Stimulus materials are succinct enough to allow students sufficient time to engage with them.
- Stimulus materials are presented in text-based formats (e.g. excerpts from reference books, journals, media articles) and/or visual forms (e.g. cartoons, diagrams, graphical representations, illustrations, tables).

Extended response

- Constructed using one item; the item is a response to an unseen problem, question or hypothesis
- Requires sustained analysis, synthesis and evaluation to fully answer a problem, question or hypothesis.

Summary of the external assessment

The following table summarises the approximate weighting of the criteria and assessment objectives within the examination (extended response).

Criterion	Objectives	Approximate weighting
Defining, using and explaining	1, 2	30%
Interpreting and analysing	3	30%
Organising, synthesising and evaluating	4, 5	30%
Creating and communicating	6	10%
Total		100%

Conditions

- Time: 2 hours plus 15 minutes planning time
- Length: written, 800–1000 words
- No notes allowed.

Instrument-specific marking guide

No ISMG is provided for the external assessment.

6 Glossary

Term	Explanation
A	
accomplished	highly trained or skilled in a particular activity; perfected in knowledge or training; expert
accuracy	the condition or quality of being true, correct or exact; freedom from error or defect; precision or exactness; correctness; in science, the extent to which a measurement result represents the quantity it purports to measure; an accurate measurement result includes an estimate of the true value and an estimate of the uncertainty
accurate	precise and exact; to the point; consistent with or exactly conforming to a truth, standard, rule, model, convention or known facts; free from error or defect; meticulous; correct in all details
adept	very/highly skilled or proficient at something; expert
adequate	satisfactory or acceptable in quality or quantity equal to the requirement or occasion
analyse	dissect to ascertain and examine constituent parts and/or their relationships; break down or examine in order to identify the essential elements, features, components or structure; determine the logic and reasonableness of information; examine or consider something in order to explain and interpret it, for the purpose of finding meaning or relationships and identifying patterns, similarities and differences
applied learning	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts that may encompass workplace, industry and community situations; it emphasises learning through doing and includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills
Applied subject	a subject whose primary pathway is work and vocational education; it emphasises applied learning and community connections; a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from Applied syllabuses contribute to the QCE; results may contribute to ATAR calculations
apply	use knowledge and understanding in response to a given situation or circumstance; carry out or use a procedure in a given or particular situation
appraise	evaluate the worth, significance or status of something; judge or consider a text or piece of work
appreciate	recognise or make a judgment about the value or worth of something; understand fully; grasp the full implications of
appropriate	acceptable; suitable or fitting for a particular purpose, circumstance, context, etc.
apt	suitable to the purpose or occasion; fitting, appropriate

Term	Explanation
area of study	a division of, or a section within a unit
argue	give reasons for or against something; challenge or debate an issue or idea; persuade, prove or try to prove by giving reasons
aspect	a particular part of a feature of something; a facet, phase or part of a whole
assess	measure, determine, evaluate, estimate or make a judgment about the value, quality, outcomes, results, size, significance, nature or extent of something
assessment	purposeful and systematic collection of information about students' achievements
assessment instrument	a tool or device used to gather information about student achievement
assessment objectives	drawn from the unit objectives and contextualised for the requirements of the assessment instrument (see also 'syllabus objectives', 'unit objectives')
assessment technique	the method used to gather evidence about student achievement, (e.g. examination, project, investigation)
astute	showing an ability to accurately assess situations or people; of keen discernment
ATAR	Australian Tertiary Admission Rank
authoritative	able to be trusted as being accurate or true; reliable; commanding and self-confident; likely to be respected and obeyed
B	
balanced	keeping or showing a balance; not biased; fairly judged or presented; taking everything into account in a fair, well-judged way
basic	fundamental
C	
calculate	determine or find (e.g. a number, answer) by using mathematical processes; obtain a numerical answer showing the relevant stages in the working; ascertain/determine from given facts, figures or information
categorise	place in or assign to a particular class or group; arrange or order by classes or categories; classify, sort out, sort, separate
challenging	difficult but interesting; testing one's abilities; demanding and thought-provoking; usually involving unfamiliar or less familiar elements
characteristic	a typical feature or quality
clarify	make clear or intelligible; explain; make a statement or situation less confused and more comprehensible

Term	Explanation
clarity	clearness of thought or expression; the quality of being coherent and intelligible; free from obscurity of sense; without ambiguity; explicit; easy to perceive, understand or interpret
classify	arrange, distribute or order in classes or categories according to shared qualities or characteristics
clear	free from confusion, uncertainty, or doubt; easily seen, heard or understood
clearly	in a clear manner; plainly and openly, without ambiguity
coherent	having a natural or due agreement of parts; connected; consistent; logical, orderly; well-structured and makes sense; rational, with parts that are harmonious; having an internally consistent relation of parts
cohesive	characterised by being united, bound together or having integrated meaning; forming a united whole
comment	express an opinion, observation or reaction in speech or writing; give a judgment based on a given statement or result of a calculation
communicate	convey knowledge and/or understandings to others; make known; transmit
compare	display recognition of similarities and differences and recognise the significance of these similarities and differences
competent	having suitable or sufficient skills, knowledge, experience, etc. for some purpose; adequate but not exceptional; capable; suitable or sufficient for the purpose; having the necessary ability, knowledge or skill to do something successfully; efficient and capable (of a person); acceptable and satisfactory, though not outstanding
competently	in an efficient and capable way; in an acceptable and satisfactory, though not outstanding, way
complex	composed or consisting of many different and interconnected parts or factors; compound; composite; characterised by an involved combination of parts; complicated; intricate; a complex whole or system; a complicated assembly of particulars
comprehend	understand the meaning or nature of; grasp mentally
comprehensive	inclusive; of large content or scope; including or dealing with all or nearly all elements or aspects of something; wide-ranging; detailed and thorough, including all that is relevant
concise	expressing much in few words; giving a lot of information clearly and in a few words; brief, comprehensive and to the point; succinct, clear, without repetition of information
concisely	in a way that is brief but comprehensive; expressing much in few words; clearly and succinctly
conduct	direct in action or course; manage; organise; carry out

Term	Explanation
consider	think deliberately or carefully about something, typically before making a decision; take something into account when making a judgment; view attentively or scrutinise; reflect on
considerable	fairly large or great; thought about deliberately and with a purpose
considered	formed after careful and deliberate thought
consistent	agreeing or accordant; compatible; not self-opposed or self-contradictory, constantly adhering to the same principles; acting in the same way over time, especially so as to be fair or accurate; unchanging in nature, standard, or effect over time; not containing any logical contradictions (of an argument); constant in achievement or effect over a period of time
construct	create or put together (e.g. an argument) by arranging ideas or items; display information in a diagrammatic or logical form; make; build
contrast	display recognition of differences by deliberate juxtaposition of contrary elements; show how things are different or opposite; give an account of the differences between two or more items or situations, referring to both or all of them throughout
controlled	shows the exercise of restraint or direction over; held in check; restrained, managed or kept within certain bounds
convincing	persuaded by argument or proof; leaving no margin of doubt; clear; capable of causing someone to believe that something is true or real; persuading or assuring by argument or evidence; appearing worthy of belief; credible or plausible
course	a defined amount of learning developed from a subject syllabus
create	bring something into being or existence; produce or evolve from one's own thought or imagination; reorganise or put elements together into a new pattern or structure or to form a coherent or functional whole
creative	resulting from originality of thought or expression; relating to or involving the use of the imagination or original ideas to create something; having good imagination or original ideas
credible	capable or worthy of being believed; believable; convincing
criterion	the property or characteristic by which something is judged or appraised
critical	involving skilful judgment as to truth, merit, etc.; involving the objective analysis and evaluation of an issue in order to form a judgment; expressing or involving an analysis of the merits and faults of a work of literature, music, or art; incorporating a detailed and scholarly analysis and commentary (of a text); rationally appraising for logical consistency and merit
critique	review (e.g. a theory, practice, performance) in a detailed, analytical and critical way
cursory	hasty, and therefore not thorough or detailed; performed with little attention to detail; going rapidly over something, without noticing details; hasty; superficial

Term	Explanation
D	
decide	reach a resolution as a result of consideration; make a choice from a number of alternatives
deduce	reach a conclusion that is necessarily true, provided a given set of assumptions is true; arrive at, reach or draw a logical conclusion from reasoning and the information given
defensible	justifiable by argument; capable of being defended in argument
define	give the meaning of a word, phrase, concept or physical quantity; state meaning and identify or describe qualities
demonstrate	prove or make clear by argument, reasoning or evidence, illustrating with practical example; show by example; give a practical exhibition
derive	arrive at by reasoning; manipulate a mathematical relationship to give a new equation or relationship; in mathematics, obtain the derivative of a function
describe	give an account (written or spoken) of a situation, event, pattern or process, or of the characteristics or features of something
design	produce a plan, simulation, model or similar; plan, form or conceive in the mind; in English, select, organise and use particular elements in the process of text construction for particular purposes; these elements may be linguistic (words), visual (images), audio (sounds), gestural (body language), spatial (arrangement on the page or screen) and multimodal (a combination of more than one)
detailed	executed with great attention to the fine points; meticulous; including many of the parts or facts
determine	establish, conclude or ascertain after consideration, observation, investigation or calculation; decide or come to a resolution
develop	elaborate, expand or enlarge in detail; add detail and fullness to; cause to become more complex or intricate
devise	think out; plan; contrive; invent
differentiate	identify the difference/s in or between two or more things; distinguish, discriminate; recognise or ascertain what makes something distinct from similar things; in mathematics, obtain the derivative of a function
discerning	discriminating; showing intellectual perception; showing good judgment; making thoughtful and astute choices; selected for value or relevance
discriminate	note, observe or recognise a difference; make or constitute a distinction in or between; differentiate; note or distinguish as different

Term	Explanation
discriminating	differentiating; distinctive; perceiving differences or distinctions with nicety; possessing discrimination; perceptive and judicious; making judgments about quality; having or showing refined taste or good judgment
discuss	examine by argument; sift the considerations for and against; debate; talk or write about a topic, including a range of arguments, factors or hypotheses; consider, taking into account different issues and ideas, points for and/or against, and supporting opinions or conclusions with evidence
disjointed	disconnected; incoherent; lacking a coherent order/sequence or connection
distinguish	recognise as distinct or different; note points of difference between; discriminate; discern; make clear a difference/s between two or more concepts or items
diverse	of various kinds or forms; different from each other
document	support (e.g. an assertion, claim, statement) with evidence (e.g. decisive information, written references, citations)
E	
effective	successful in producing the intended, desired or expected result; meeting the assigned purpose
efficient	working in a well-organised and competent way; maximum productivity with minimal expenditure of effort; acting or producing effectively with a minimum of waste, expense or unnecessary effort
element	a component or constituent part of a complex whole; a fundamental, essential or irreducible part of a composite entity
elementary	simple or uncompounded; relating to or dealing with elements, rudiments or first principles (of a subject); of the most basic kind; straightforward and uncomplicated
erroneous	based on or containing error; mistaken; incorrect
essential	absolutely necessary; indispensable; of critical importance for achieving something
evaluate	make an appraisal by weighing up or assessing strengths, implications and limitations; make judgments about ideas, works, solutions or methods in relation to selected criteria; examine and determine the merit, value or significance of something, based on criteria
examination	a supervised test that assesses the application of a range of cognitions to one or more provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
examine	investigate, inspect or scrutinise; inquire or search into; consider or discuss an argument or concept in a way that uncovers the assumptions and interrelationships of the issue

Term	Explanation
experiment	try out or test new ideas or methods, especially in order to discover or prove something; undertake or perform a scientific procedure to test a hypothesis, make a discovery or demonstrate a known fact
explain	make an idea or situation plain or clear by describing it in more detail or revealing relevant facts; give an account; provide additional information
explicit	clearly and distinctly expressing all that is meant; unequivocal; clearly developed or formulated; leaving nothing merely implied or suggested
explore	look into both closely and broadly; scrutinise; inquire into or discuss something in detail
express	convey, show or communicate (e.g. a thought, opinion, feeling, emotion, idea or viewpoint); in words, art, music or movement, convey or suggest a representation of; depict
extended response	an open-ended assessment technique that focuses on the interpretation, analysis, examination and/or evaluation of ideas and information in response to a particular situation or stimulus; while students may undertake some research when writing of the extended response, it is not the focus of this technique; an extended response occurs over an extended and defined period of time
Extension subject	a two-unit subject (Units 3 and 4) for which a syllabus has been developed by QCAA, that is an extension of one or more General subject/s, studied concurrently with, Units 3 and 4 of that subject or after completion of, Units 3 and 4 of that subject
extensive	of great extent; wide; broad; far-reaching; comprehensive; lengthy; detailed; large in amount or scale
external assessment	summative assessment that occurs towards the end of a course of study and is common to all schools; developed and marked by the QCAA according to a commonly applied marking scheme
external examination	a supervised test, developed and marked by the QCAA, that assesses the application of a range of cognitions to multiple provided items such as questions, scenarios and/or problems; student responses are completed individually, under supervised conditions, and in a set timeframe
extrapolate	infer or estimate by extending or projecting known information; conjecture; infer from what is known; extend the application of something (e.g. a method or conclusion) to an unknown situation by assuming that existing trends will continue or similar methods will be applicable
F	
factual	relating to or based on facts; concerned with what is actually the case; actually occurring; having verified existence

Term	Explanation
familiar	well-acquainted; thoroughly conversant with; well known from long or close association; often encountered or experienced; common; (of materials, texts, skills or circumstances) having been the focus of learning experiences or previously encountered in prior learning activities
feasible	capable of being achieved, accomplished or put into effect; reasonable enough to be believed or accepted; probable; likely
fluent	spoken or written with ease; able to speak or write smoothly, easily or readily; articulate; eloquent; in artistic performance, characteristic of a highly developed and excellently controlled technique; flowing; polished; flowing smoothly, easily and effortlessly
fluently	in a graceful and seemingly effortless manner; in a way that progresses smoothly and readily
formative assessment	assessment whose major purpose is to improve teaching and student achievement
fragmented	disorganised; broken down; disjointed or isolated
frequent	happening or occurring often at short intervals; constant, habitual, or regular
fundamental	forming a necessary base or core; of central importance; affecting or relating to the essential nature of something; part of a foundation or basis
G	
General subject	a subject for which a syllabus has been developed by the QCAA with the following characteristics: results from courses developed from General syllabuses contribute to the QCE; General subjects have an external assessment component; results may contribute to ATAR calculations
generate	produce; create; bring into existence
H	
hypothesise	formulate a supposition to account for known facts or observed occurrences; conjecture, theorise, speculate; especially on uncertain or tentative grounds
hypothetico–deductive method	the hypothetico–deductive model or method is a proposed description of scientific method; according to this description, scientific inquiry proceeds by formulating a hypothesis in a form that could conceivably be falsified by a test on observable data
I	
identify	distinguish; locate, recognise and name; establish or indicate who or what someone or something is; provide an answer from a number of possibilities; recognise and state a distinguishing factor or feature
illogical	lacking sense or sound reasoning; contrary to or disregarding of the rules of logic; unreasonable
implement	put something into effect, e.g. a plan or proposal

Term	Explanation
implicit	implied, rather than expressly stated; not plainly expressed; capable of being inferred from something else
improbable	not probable; unlikely to be true or to happen; not easy to believe
inaccurate	not accurate
inappropriate	not suitable or proper in the circumstances
inconsistent	lacking agreement, as one thing with another, or two or more things in relation to each other; at variance; not consistent; not in keeping; not in accordance; incompatible, incongruous
independent	thinking or acting for oneself, not influenced by others
in-depth	comprehensive and with thorough coverage; extensive or profound; well-balanced or fully developed
infer	derive or conclude something from evidence and reasoning, rather than from explicit statements; listen or read beyond what has been literally expressed; imply or hint at
informed	knowledgeable; learned; having relevant knowledge; being conversant with the topic; based on an understanding of the facts of the situation (of a decision or judgment)
innovative	new and original; introducing new ideas; original and creative in thinking
insightful	showing understanding of a situation or process; understanding relationships in complex situations; informed by observation and deduction
instrument-specific marking guide	ISMG; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
integral	adjective necessary for the completeness of the whole; essential or fundamental; noun in mathematics, the result of integration; an expression from which a given function, equation, or system of equations is derived by differentiation
intended	designed; meant; done on purpose; intentional
internal assessment	assessments that are developed by schools; summative internal assessments are endorsed by the QCAA before use in schools and results externally confirmed contribute towards a student's final result
interpret	use knowledge and understanding to recognise trends and draw conclusions from given information; make clear or explicit; elucidate or understand in a particular way; bring out the meaning of, e.g. a dramatic or musical work, by performance or execution; bring out the meaning of an artwork by artistic representation or performance; give one's own interpretation of; identify or draw meaning from, or give meaning to, information

Term	Explanation
	presented in various forms, such as words, symbols, pictures or graphs
investigation	an assessment technique that requires students to research a specific problem, question, issue, design challenge or hypothesis through the collection, analysis and synthesis of primary and/or secondary data; it uses research or investigative practices to assess a range of cognitions in a particular context; an investigation occurs over an extended and defined period of time
investigate	carry out an examination or formal inquiry in order to establish or obtain facts and reach new conclusions; search, inquire into, interpret and draw conclusions about data and information
irrelevant	not relevant; not applicable or pertinent; not connected with or relevant to something
ISMG	instrument-specific marking guide; a tool for marking that describes the characteristics evident in student responses and aligns with the identified objectives for the assessment (see 'assessment objectives')
isolated	detached, separate, or unconnected with other things; one-off; something set apart or characterised as different in some way
J	
judge	form an opinion or conclusion about; apply both procedural and deliberative operations to make a determination
justified	sound reasons or evidence are provided to support an argument, statement or conclusion
justify	give reasons or evidence to support an answer, response or conclusion; show or prove how an argument, statement or conclusion is right or reasonable
L	
learning area	a grouping of subjects, with related characteristics, within a broad field of learning, e.g. the Arts, sciences, languages
logical	rational and valid; internally consistent; reasonable; reasoning in accordance with the principles/rules of logic or formal argument; characterised by or capable of clear, sound reasoning; (of an action, decision, etc.) expected or sensible under the circumstances
logically	according to the rules of logic or formal argument; in a way that shows clear, sound reasoning; in a way that is expected or sensible
M	
make decisions	select from available options; weigh up positives and negatives of each option and consider all the alternatives to arrive at a position

Term	Explanation
manipulate	adapt or change to suit one's purpose
mental procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; sometimes referred to as 'procedural knowledge' there are three distinct phases to the acquisition of mental procedures — the cognitive stage, the associative stage, and the autonomous stage; the two categories of mental procedures are skills (single rules, algorithms and tactics) and processes (macroprocedures)
methodical	performed, disposed or acting in a systematic way; orderly; characterised by method or order; performed or carried out systematically
minimal	least possible; small, the least amount; negligible
modify	change the form or qualities of; make partial or minor changes to something
multimodal	uses a combination of at least two modes (e.g. spoken, written), delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated so that each mode contributes significantly to the response
N	
narrow	limited in range or scope; lacking breadth of view; limited in amount; barely sufficient or adequate; restricted
nuanced	showing a subtle difference or distinction in expression, meaning, response, etc.; finely differentiated; characterised by subtle shades of meaning or expression; a subtle distinction, variation or quality; sensibility to, awareness of, or ability to express delicate shadings, as of meaning, feeling, or value
O	
objectives	see 'syllabus objectives', 'unit objectives', 'assessment objectives'
obvious	clearly perceptible or evident; easily seen, recognised or understood
optimal	best, most favourable, under a particular set of circumstances
organise	arrange, order; form as or into a whole consisting of interdependent or coordinated parts, especially for harmonious or united action
organised	systematically ordered and arranged; having a formal organisational structure to arrange, coordinate and carry out activities
outstanding	exceptionally good; clearly noticeable; prominent; conspicuous; striking
P	

Term	Explanation
partial	not total or general; existing only in part; attempted, but incomplete
particular	distinguished or different from others or from the ordinary; noteworthy
perceptive	having or showing insight and the ability to perceive or understand; discerning (see also 'discriminating')
performance	an assessment technique that requires students to demonstrate a range of cognitive, technical, creative and/or expressive skills and to apply theoretical and conceptual understandings, through the psychomotor domain; it involves student application of identified skills when responding to a task that involves solving a problem, providing a solution or conveying meaning or intent; a performance is developed over an extended and defined period of time
persuasive	capable of changing someone's ideas, opinions or beliefs; appearing worthy of approval or acceptance; (of an argument or statement) communicating reasonably or credibly (see also 'convincing')
perusal time	time allocated in an assessment to reading items and tasks and associated assessment materials; no writing is allowed; students may not make notes and may not commence responding to the assessment in the response space/book
planning time	time allocated in an assessment to planning how to respond to items and tasks and associated assessment materials; students may make notes but may not commence responding to the assessment in the response space/book; notes made during planning are not collected, nor are they graded or used as evidence of achievement
polished	flawless or excellent; performed with skilful ease
precise	definite or exact; definitely or strictly stated, defined or fixed; characterised by definite or exact expression or execution
precision	accuracy; exactness; exact observance of forms in conduct or actions
predict	give an expected result of an upcoming action or event; suggest what may happen based on available information
product	an assessment technique that focusses on the output or result of a process requiring the application of a range of cognitive, physical, technical, creative and/or expressive skills, and theoretical and conceptual understandings; a product is developed over an extended and defined period of time
proficient	well advanced or expert in any art, science or subject; competent, skilled or adept in doing or using something

Term	Explanation
project	an assessment technique that focusses on a problem-solving process requiring the application of a range of cognitive, technical and creative skills and theoretical understandings; the response is a coherent work that documents the iterative process undertaken to develop a solution and includes written paragraphs and annotations, diagrams, sketches, drawings, photographs, video, spoken presentations, physical prototypes and/or models; a project is developed over an extended and defined period of time
propose	put forward (e.g. a point of view, idea, argument, suggestion) for consideration or action
prove	use a sequence of steps to obtain the required result in a formal way
purposeful	having an intended or desired result; having a useful purpose; determined; resolute; full of meaning; significant; intentional
psychomotor procedures	a domain of knowledge in Marzano's taxonomy, and acted upon by the cognitive, metacognitive and self-systems; these are physical procedures used to negotiate daily life and to engage in complex physical activities; the two categories of psychomotor procedures are skills (foundational procedures and simple combination procedures) and processes (complex combination procedures)
Q	
QCE	Queensland Certificate of Education
R	
realise	create or make (e.g. a musical, artistic or dramatic work); actualise; make real or concrete; give reality or substance to
reasonable	endowed with reason; having sound judgment; fair and sensible; based on good sense; average; appropriate, moderate
reasoned	logical and sound; based on logic or good sense; logically thought out and presented with justification; guided by reason; well-grounded; considered
recall	remember; present remembered ideas, facts or experiences; bring something back into thought, attention or into one's mind
recognise	identify or recall particular features of information from knowledge; identify that an item, characteristic or quality exists; perceive as existing or true; be aware of or acknowledge
refined	developed or improved so as to be precise, exact or subtle
reflect on	think about deeply and carefully
rehearsed	practised; previously experienced; practised extensively
related	associated with or linked to
relevance	being related to the matter at hand
relevant	bearing upon or connected with the matter in hand; to the purpose; applicable and pertinent; having a direct bearing on

Term	Explanation
repetitive	containing or characterised by repetition, especially when unnecessary or tiresome
reporting	providing information that succinctly describes student performance at different junctures throughout a course of study
resolve	in the Arts, consolidate and communicate intent through a synthesis of ideas and application of media to express meaning
routine	often encountered, previously experienced; commonplace; customary and regular; well-practised; performed as part of a regular procedure, rather than for a special reason
rudimentary	relating to rudiments or first principles; elementary; undeveloped; involving or limited to basic principles; relating to an immature, undeveloped or basic form
S	
safe	secure; not risky
secure	sure; certain; able to be counted on; self-confident; poised; dependable; confident; assured; not liable to fail
select	choose in preference to another or others; pick out
sensitive	capable of perceiving with a sense or senses; aware of the attitudes, feelings or circumstances of others; having acute mental or emotional sensibility; relating to or connected with the senses or sensation
sequence	place in a continuous or connected series; arrange in a particular order
show	provide the relevant reasoning to support a response
significant	important; of consequence; expressing a meaning; indicative; includes all that is important; sufficiently great or important to be worthy of attention; noteworthy; having a particular meaning; indicative of something
simple	easy to understand, deal with and use; not complex or complicated; plain; not elaborate or artificial; may concern a single or basic aspect; involving few elements, components or steps
simplistic	characterised by extreme simplification, especially if misleading; oversimplified
sketch	execute a drawing or painting in simple form, giving essential features but not necessarily with detail or accuracy; in mathematics, represent by means of a diagram or graph; the sketch should give a general idea of the required shape or relationship and should include features
skilful	having technical facility or practical ability; possessing, showing, involving or requiring skill; expert, dexterous; demonstrating the knowledge, ability or training to perform a certain activity or task well; trained, practised or experienced

Term	Explanation
skilled	having or showing the knowledge, ability or training to perform a certain activity or task well; having skill; trained or experienced; showing, involving or requiring skill
solve	find an answer to, explanation for, or means of dealing with (e.g. a problem); work out the answer or solution to (e.g. a mathematical problem); obtain the answer/s using algebraic, numerical and/or graphical methods
sophisticated	of intellectual complexity; reflecting a high degree of skill, intelligence, etc.; employing advanced or refined methods or concepts; highly developed or complicated
specific	clearly defined or identified; precise and clear in making statements or issuing instructions; having a special application or reference; explicit, or definite; peculiar or proper to something, as qualities, characteristics, effects, etc.
sporadic	happening now and again or at intervals; irregular or occasional; appearing in scattered or isolated instances
straightforward	without difficulty; uncomplicated; direct; easy to do or understand
structure	verb give a pattern, organisation or arrangement to; construct or arrange according to a plan; noun in languages, arrangement of words into larger units, e.g. phrases, clauses, sentences, paragraphs and whole texts, in line with cultural, intercultural and textual conventions
structured	organised or arranged so as to produce a desired result
subject	a branch or area of knowledge or learning defined by a syllabus; school subjects are usually based in a discipline or field of study (see also 'course')
subject matter	the subject-specific body of information, mental procedures and psychomotor procedures that are necessary for students' learning and engagement within that subject
substantial	of ample or considerable amount, quantity, size, etc.; of real worth or value; firmly or solidly established; of real significance; reliable; important, worthwhile
substantiated	established by proof or competent evidence
subtle	fine or delicate in meaning or intent; making use of indirect methods; not straightforward or obvious
successful	achieving or having achieved success; accomplishing a desired aim or result
succinct	expressed in few words; concise; terse; characterised by conciseness or brevity; brief and clear
sufficient	enough or adequate for the purpose
suitable	appropriate; fitting; conforming or agreeing in nature, condition, or action

Term	Explanation
summarise	give a brief statement of a general theme or major point/s; present ideas and information in fewer words and in sequence
summative assessment	assessment whose major purpose is to indicate student achievement; summative assessments contribute towards a student's subject result
superficial	concerned with or comprehending only what is on the surface or obvious; shallow; not profound, thorough, deep or complete; existing or occurring at or on the surface; cursory; lacking depth of character or understanding; apparent and sometimes trivial
supported	corroborated; given greater credibility by providing evidence
sustained	carried on continuously, without interruption, or without any diminishing of intensity or extent
syllabus	a document that prescribes the curriculum for a course of study
syllabus objectives	outline what the school is required to teach and what students have the opportunity to learn; described in terms of actions that operate on the subject matter; the overarching objectives for a course of study (see also 'unit objectives', 'assessment objectives')
symbolise	represent or identify by a symbol or symbols
synthesise	combine different parts or elements (e.g. information, ideas, components) into a whole, in order to create new understanding
systematic	done or acting according to a fixed plan or system; methodical; organised and logical; having, showing, or involving a system, method, or plan; characterised by system or method; methodical; arranged in, or comprising an ordered system
T	
test	take measures to check the quality, performance or reliability of something
thorough	carried out through, or applied to the whole of something; carried out completely and carefully; including all that is required; complete with attention to every detail; not superficial or partial; performed or written with care and completeness; taking pains to do something carefully and completely
thoughtful	occupied with, or given to thought; contemplative; meditative; reflective; characterised by or manifesting thought
topic	a division of, or sub-section within a unit; all topics/sub-topics within a unit are interrelated
U	
unclear	not clear or distinct; not easy to understand; obscure
understand	perceive what is meant by something; grasp; be familiar with (e.g. an idea); construct meaning from messages, including oral, written and graphic communication

Term	Explanation
uneven	unequal; not properly corresponding or agreeing; irregular; varying; not uniform; not equally balanced
unfamiliar	not previously encountered; situations or materials that have not been the focus of prior learning experiences or activities
unit	a defined amount of subject matter delivered in a specific context or with a particular focus; it includes unit objectives particular to the unit, subject matter and assessment direction
unit objectives	drawn from the syllabus objectives and contextualised for the subject matter and requirements of a particular unit; they are assessed at least once in the unit (see also 'syllabus objectives', 'assessment objectives')
unrelated	having no relationship; unconnected
use	operate or put into effect; apply knowledge or rules to put theory into practice
V	
vague	not definite in statement or meaning; not explicit or precise; not definitely fixed, determined or known; of uncertain, indefinite or unclear character or meaning; not clear in thought or understanding; couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars; thinking or communicating in an unfocused or imprecise way
valid	sound, just or well-founded; authoritative; having a sound basis in logic or fact (of an argument or point); reasonable or cogent; able to be supported; legitimate and defensible; applicable
variable	adjective apt or liable to vary or change; changeable; inconsistent; (readily) susceptible or capable of variation; fluctuating, uncertain; noun in mathematics, a symbol, or the quantity it signifies, that may represent any one of a given set of number and other objects
variety	a number or range of things of different kinds, or the same general class, that are distinct in character or quality; (of sources) a number of different modes or references
W	
wide	of great range or scope; embracing a great number or variety of subjects, cases, etc.; of full extent
with expression	in words, art, music or movement, conveying or indicating feeling, spirit, character, etc.; a way of expressing or representing something; vivid, effective or persuasive communication

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8 Version history

Version	Date of change	Update
1.1	June 2017	Minor amendments to ISMGs
1.2	June 2018	Editorial edits and minor formatting corrections
		Minor amendment to reporting standards
		Minor amendment to assessment guidance – Unit 1 and Unit 2
		IA1: Examination — extended response <ul style="list-style-type: none"> • Minor specifications amendment • Minor amendment to ISMG
		IA2: Extended response — analytical essay <ul style="list-style-type: none"> • Minor specifications amendment • Minor amendment to ISMG
		IA3: Extended response — analytical essay <ul style="list-style-type: none"> • Minor specifications amendment • Minor amendment to ISMG

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