



Philosophy

Victorian Certificate of Education Study Design

Victorian Curriculum and Assessment Authority
2007

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Latoya BARTON
The sunset (detail)
from a series of twenty-four
9.0 x 9.0 cm each, oil on board



Tarkan ERTURK
Visage (detail)
201.0 x 170.0 cm
synthetic polymer paint, on cotton duck



Liana RASCHILLA
Teapot from the *Crazy Alice* set
19.0 x 22.0 x 22.0 cm
earthenware, clear glaze, lustres



Nigel BROWN
Untitled physics (detail)
90.0 x 440.0 x 70.0 cm
composition board, steel, loudspeakers,
CD player, amplifier, glass



Kate WOOLLEY
Sarah (detail)
76.0 x 101.5 cm, oil on canvas



Chris ELLIS
Tranquility (detail)
35.0 x 22.5 cm
gelatin silver photograph



Christian HART
Within without (detail)
digital film, 6 minutes



Kristian LUCAS
Me, myself, I and you (detail)
56.0 x 102.0 cm
oil on canvas



Merryn ALLEN
Japanese illusions (detail)
centre back: 74.0 cm, waist (flat): 42.0 cm
polyester cotton



Ping (Irene) VINCENT
Boxes (detail)
colour photograph



James ATKINS
Light cascades (detail)
three works, 32.0 x 32.0 x 5.0 cm each
glass, fluorescent light, metal



Tim JOINER
14 seconds (detail)
digital film, 1.30 minutes



Lucy McNAMARA
Precariously (detail)
156.0 x 61.0 x 61.0 cm
painted wood, oil paint, egg shells, glue, stainless steel wire

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IMPORTANT INFORMATION

Accreditation period

Units 1–4: 2008–2013

The accreditation period commences on 1 January 2008.

Other sources of information

The *VCAA Bulletin* is the only official source of changes to regulations and accredited studies. The *VCAA Bulletin*, including supplements, also regularly includes advice on VCE studies. It is the responsibility of each VCE teacher to refer to each issue of the *VCAA Bulletin*. The *VCAA Bulletin* is sent in hard copy to all VCE providers. It is available on the Victorian Curriculum and Assessment Authority's website at www.vcaa.vic.edu.au

To assist teachers in assessing school-assessed coursework in Units 3 and 4, the Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The current year's *VCE and VCAL Administrative Handbook* contains essential information on assessment and other procedures.

VCE providers

Throughout this study design the term 'school' is intended to include both schools and other VCE providers.

Photocopying

VCE schools only may photocopy parts of this study design for use by teachers.

Introduction

RATIONALE

Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas at different stages in history.

Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs?

Doing philosophy is about developing the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments. Philosophy is intellectually challenging. The learning established in the Victorian Essential Learning Standards (VELS) in the domains of the Humanities and Thinking Processes provides a strong foundation for VCE Philosophy.

Importantly, philosophy demands independent thinking, and develops independent reasoning skills which are highly transferable. Studies in philosophy complement courses across the VCE, interrogating underlying premises and connections between related fields. The key knowledge and skills fostered by philosophy also provide excellent preparation for any future career, whether in science or law, business or the arts. Experts in any field will inevitably confront philosophical questions.

VCE Philosophy is a challenging and stimulating study which nurtures curiosity, problem-solving skills, open-mindedness and intellectual rigour, and equips students with the rational discernment to analyse and contribute to a range of twenty-first century debates.

AIMS

This study is designed to enable students to:

- understand the nature of philosophy and its methodologies;
- formulate philosophical questions;
- understand significant philosophical ideas, viewpoints and arguments, and their historical contexts;

- analyse philosophical arguments and how they are constructed;
- offer justified critical responses to central philosophical questions, and to the viewpoints and arguments of philosophers;
- understand the relationship between responses to philosophical questions and contemporary issues;
- express ideas and argue with clarity, precision and logic.

STRUCTURE

The study is made up of four units:

Unit 1: Existence, knowledge and reasoning

Unit 2: Ethics and philosophical investigation

Unit 3: The good life

Unit 4: Mind, science and knowledge

Each unit deals with specific content and is designed to enable students to achieve a set of outcomes. Each outcome is described in terms of key knowledge and skills.

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction.

CHANGES TO THE STUDY DESIGN

During its period of accreditation minor changes to the study will be notified in the *VCAA Bulletin*. The *VCAA Bulletin* is the only source of changes to regulations and accredited studies and it is the responsibility of each VCE teacher to monitor changes or advice about VCE studies published in the *VCAA Bulletin*.

MONITORING FOR QUALITY

As part of ongoing monitoring and quality assurance, the Victorian Curriculum and Assessment Authority will periodically undertake an audit of VCE Philosophy to ensure the study is being taught and assessed as accredited. The details of the audit procedures and requirements are published annually in the *VCE and VCAL Administrative Handbook*. Schools will be notified during the teaching year of schools and studies to be audited and the required material for submission.

SAFETY

It is the responsibility of the school to ensure that duty of care is exercised in relation to the health and safety of all students undertaking the study.

When selecting topics for study, due sensitivity to the religious beliefs of students should be shown.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses for this study teachers should incorporate information and communications technology where appropriate and applicable to the teaching and learning activities. The Advice for Teachers section provides specific examples of how information and communications technology can be used in this study.

KEY COMPETENCIES AND EMPLOYABILITY SKILLS

This study offers a number of opportunities for students to develop key competencies and employability skills. The Advice for Teachers section provides specific examples of how students can demonstrate key competencies during learning activities and assessment tasks.

LEGISLATIVE COMPLIANCE

When collecting and using information, the provisions of privacy and copyright legislation, such as the Victorian *Information Privacy Act 2000* and *Health Records Act 2001*, and the federal *Privacy Act 1988* and *Copyright Act 1968* must be met.

Assessment and reporting

SATISFACTORY COMPLETION

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Designated assessment tasks are provided in the details for each unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment for Units 3 and 4.

Teachers must develop courses that provide opportunities for students to demonstrate achievement of outcomes. Examples of learning activities are provided in the Advice for Teachers section.

Schools will report a result for each unit to the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory).

Completion of a unit will be reported on the Statement of Results issued by the Victorian Curriculum and Assessment Authority as S (Satisfactory) or N (Not Satisfactory). Schools may report additional information on levels of achievement.

AUTHENTICATION

Work related to the outcomes will be accepted only if the teacher can attest that, to the best of their knowledge, all unacknowledged work is the student's own. Teachers need to refer to the current year's *VCE and VCAL Administrative Handbook* for authentication procedures.

LEVELS OF ACHIEVEMENT

Units 1 and 2

Procedures for the assessment of levels of achievement in Units 1 and 2 are a matter for school decision. Assessment of levels of achievement for these units will not be reported to the Victorian Curriculum and Assessment Authority. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4.

In Philosophy the student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. The Victorian Curriculum and Assessment Authority will report the student's level of performance on each assessment component as a grade from A+ to E or UG (ungraded). To receive a study score, students must achieve two or more graded assessments and receive S for both Units 3 and 4. The study score is reported on a scale of 0–50. It is a measure of how well the student performed in relation to all others who took the study. Teachers should refer to the current year's *VCE and VCAL Administrative Handbook* for details on graded assessment and calculation of the study score. Percentage contributions to the study score in Philosophy are as follows:

- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End-of-year examination: 50 per cent

Details of the assessment program are described in the sections on Units 3 and 4 in this study design.

Unit 1: Existence, knowledge and reasoning

What is the nature of reality? How can we achieve certain knowledge? These are some of the questions which have challenged humans for millennia and underpin ongoing endeavours in areas as diverse as science, justice and the arts. This unit engages students with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on philosophical inquiry – ‘doing philosophy’ – and hence the study and practice of the distinctive nature of philosophical thinking, including techniques of logic, are central to this unit. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, both contemporary and historical, should be used to support, stimulate and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics, and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.

AREA OF STUDY 1

Metaphysics

Metaphysics is the study of the basic structures and categories of what exists, or of reality. It is the attempt to work out a logical account of everything that we know or believe about existence, including all our scientific knowledge. This area of study introduces students to metaphysical problems that have persisted throughout the ages, including some of the most significant metaphysical systems proposed by philosophers. Students explore the implications of accepting particular metaphysical views in the contexts of relevant contemporary debates.

Metaphysical problems:

Teachers should choose at least **two** of the following five topics, one of which must be Topic 1 – Mind and body, or Topic 2 – Self and identity. A range of questions should be selected from the list under each topic. Appropriate questions outside the list can also be included for study.

1. Mind and body

This topic will explore questions such as:

- What is the nature of concepts such as mind, soul, thought, and consciousness?
- What kind of thing is the mind, and what is the relationship between body and mind?
- What do the terms materialism and dualism mean in the mind/body debate?
- Could the mind be exactly the same thing as the brain?
- What are the views of some significant thinkers such as Plato, Descartes and Turing on the nature of mind and body?
- How are views on the mind and body significant for contemporary debates such as artificial intelligence or the treatment of animals?

2. Self and identity

This topic will explore questions such as:

- What is the self?
- How can the identity of something be decided?
- What makes something the same thing over a period of time (e.g. physical continuity/ psychological continuity)?
- What kinds of changes in a thing would make it a different thing?
- What are the essential characteristics of people?
- How, if at all, are views on the nature of humans significant for contemporary debates such as organ transplants, issues of life and death?
- Is gender essential to identity?

3. The nature of reality

This topic will explore questions such as:

- Is there some deeper reality behind the appearance of the everyday world?
- What are the differences between monist and dualist explanations of reality?
- What is the phenomenological approach to considering reality?
- What theories about the nature of reality have philosophers such as Plato, Aristotle, Berkley and Kant offered?

4. Free will and determinism

This topic will explore questions such as:

- Can we be free if there are causes for all our actions?
- Is everything we do determined by forces beyond our control?
- What is indeterminism and how is it different from free will?
- How do theories of compatibilism or soft determinism try to reconcile freedom and determinism?
- How is determinism linked to materialism, and freedom to dualism?
- How is freedom linked to notions of agency, responsibility, reward and punishment?

5. Time

This topic will explore questions such as:

- What is time?
- Can there be a coherent time-travel story?
- What paradoxes arise when considering the possibility of time travel?
- On what basis could time travel be physically possible?
- How must we conceive of time if time travel is to be possible?

Outcome 1

On completion of this unit the student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- debates and questions that arise from exploration of at least two metaphysical problems;
- definitions of key terms and concepts associated with the chosen metaphysical problems;
- the contentious nature of metaphysical debates;
- viewpoints and arguments central to the chosen metaphysical problems;
- some criticisms that can be raised in response to the viewpoints and arguments;
- the implications of adopting a particular metaphysical position for relevant contemporary debates on the chosen topics, such as treatment of animals, issues of life and death or artificial intelligence.

Key skills

These skills include the ability to

- formulate philosophical questions arising from metaphysical problems;
- analyse definitions of key philosophical concepts and questions related to metaphysical problems;
- outline philosophical viewpoints and arguments associated with metaphysical problems;
- offer justified critical responses to, and viewpoints and arguments associated with, metaphysical problems;
- formulate independent ideas about metaphysical problems, and explain and defend those ideas in philosophical exchanges with others;
- explain and discuss the relationship between a metaphysical position and a relevant contemporary debate.

AREA OF STUDY 2

Epistemology

The word epistemology derives from two Ancient Greek words: episteme meaning 'knowledge' and logos meaning 'what is said about something'. In the ancient world, episteme was contrasted with doxa meaning 'belief', or something falling short of genuine knowledge. This ancient contrast points to one of the basic problems in epistemology: the difference between belief or opinion, and the certainty associated with knowledge. This area of study introduces students to basic epistemological problems, including study of some of the most significant philosophical viewpoints and arguments related to knowledge. Students also consider the implications of accepting particular views about knowledge in the contexts of relevant contemporary debates.

Epistemological problems:

Teachers should choose at least **two** of the following five topics, one of which must be Topic 1 – Knowledge and justification. A range of questions should be selected from the list under each topic. Appropriate questions outside the list can also be included for study.

1. Knowledge and justification

This topic will explore questions such as:

- Is certainty the same as knowledge?
- Is certainty the same as truth?
- What is the difference between knowledge and belief?
- If one of your firmly held beliefs is challenged, how should you go about justifying it?
- How helpful are theories of coherence, correspondence, foundationalism, reliabilism and pragmatism in determining the truth?
- Is justified true belief the same as knowledge?
- What are the sources of our knowledge in areas such as the law, forensics, evolutionary biology and the media, and how reliable are they?

2. Empiricism and rationalism

This topic will explore questions such as:

- How do we know things?
- What are the sources of our knowledge and how reliable are they?
- Should we trust our senses?
- Is it possible to attain knowledge through the use of reason alone?
- Is there any knowledge with which we were born?
- Is reason superior to experience in giving us knowledge of the world?
- What are the differences between rationalism and empiricism, a priori and a posteriori knowledge, and necessary and contingent truths?

3. Knowledge, scepticism and the external world

This topic will explore questions such as:

- Could it be that no belief can be sufficiently justified to call it knowledge?
- Are our sense data illusory?
- What is Cartesian doubt and how does it work as a philosophical method?
- Is naïve realism the most sensible way to consider the world?

- What can an idealist know about the world?
- What is the problem of solipsism?
- Are externalism and phenomenalism plausible ways to solve scepticism?

4. Scientific knowledge

This topic will explore questions such as:

- What is the scientific method?
- Should the methods of observation, experiment and measurement be trusted?
- What is the problem of induction? Can induction be justified?
- What is the reductionist view of scientific knowledge?
- What is falsificationism?
- Is scientific knowledge relative or objective?

5. Epistemological relativism

This topic will explore questions such as:

- Are knowledge, belief and truth relative to different people, genders or cultures?
- Is truth subjective?
- Is objective truth possible or attainable by humans?
- Does mathematics offer a way to obtain truth?
- Does science offer objective truths?
- What is the role of emotion in knowledge?
- What status should knowledge from different sources, such as mythology, religion, the arts, history, social sciences, natural sciences, mathematics, have, and how should we compare such knowledge?

Outcome 2

On completion of this unit the student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- debates and questions that arise from exploration of at least two epistemological problems as outlined above;
- definitions of key terms and concepts associated with the chosen epistemological problems;
- the contentious nature of epistemological debates;
- viewpoints and arguments central to the chosen epistemological problems;
- some criticisms that can be raised in response to the viewpoints and arguments central to the chosen epistemological problems;
- the implications of adopting a particular epistemological position for relevant contemporary debates in 'Knowledge and justification', such as the authority of science, the weight of legal evidence, or truth in the media.

Key skills

These skills include the ability to

- formulate philosophical questions arising from epistemological problems;
- analyse definitions of key philosophical concepts and questions related to epistemological problems;
- outline philosophical viewpoints and arguments associated with epistemological problems;
- offer justified critical responses to, and viewpoints and arguments associated with, epistemological problems;
- formulate independent ideas about epistemological problems, and explain and defend those ideas in philosophical exchanges with others;
- explain and discuss the relationship between an epistemological position and a relevant contemporary debate.

AREA OF STUDY 3

Introduction to logic and reasoning

Philosophy is an activity as much as it is a body of thought, and students of philosophy benefit not just from attaining new knowledge, but through expanded use of their reasoning faculties. Philosophy is the activity of considering central, contestable problems, and attempting to develop good reasons for holding one position rather than another. Philosophers try to make concepts and positions as clear as possible in order to understand exactly what they mean. In analysing concepts and clarifying positions, philosophers also discover how ideas are logically and conceptually connected with each other. Precise use of language is essential to these processes.

This area of study introduces students to the distinctive nature of philosophical thinking and a variety of approaches to philosophical inquiry. They practise some basics of formal and informal logic and other techniques of critical thinking, such as analogy, that are essential to the study of problems in metaphysics and epistemology.

Outcome 3

On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- a variety of methods of philosophical inquiry;
- the distinctive nature of philosophical thinking including the importance of conceptual clarity and precise language;
- the roles of reasoning and argument, imagination, metaphor, emotion and experience in philosophical thinking about metaphysical and epistemological problems;
- key terms associated with philosophical reasoning; for example, argument, deduction, induction, reason, premise, conclusion, validity, invalidity, soundness, unsoundness, consistency, contradiction, implication, entailment, assumption, standard form, syllogism, analogy, example, counterexample, counterargument, objection, proposition, claim, assertion, definition, probability, criteria.

Key skills

These skills include the ability to

- analyse the roles of reasoning and argument, imagination, emotion and experience in examples of philosophical thinking;
- apply philosophical thinking, including techniques of reason and argument, to analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology;
- analyse simple arguments to identify the premises and conclusions, and the relationships between the premises and conclusion, including 'standard form' presentation;
- apply basic techniques of reasoning and argument;
- use appropriate terminology when analysing and evaluating arguments.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks including at least one essay. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- essay (at least one for Unit 1)
- written analysis
- short-answer responses
- test
- written reflection
- written exercises
- presentations (oral, multimedia)
- dialogue (oral, written).

Unit 2: Ethics and philosophical investigation

This unit engages students in philosophical investigation and critical discussion of two key areas of philosophy, developing their abilities to analyse the reasoning of others and to formulate logical responses to philosophical questions. Students apply philosophical methods as they analyse problems, develop independent ideas, and explain and defend their views in philosophical exchanges with others, evaluating viewpoints and arguments. Students also apply their skills of reasoning to philosophical analysis of contemporary debates.

Students explore basic principles of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering the assumptions about values which underpin ethical viewpoints. There is broad scope to apply philosophical methods to everyday, personal ethical dilemmas as well as to issues debated in the media, including the most significant challenges faced by contemporary societies.

The second area of study focuses on another significant topic in philosophy, to be chosen from Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought.

AREA OF STUDY 1

Ethics

What should I do? What is right? On what basis can we choose between different courses of action? These are fundamental questions for all people, and have been debated by philosophers for millennia. The laws of our society express the strong conviction that murder and theft are wrong, but a philosopher is interested in our justifications for trying to prevent these things. Is morality a matter of personal prejudice or can we give good reasons for holding particular moral beliefs? Are there fundamental moral beliefs which should be universally binding, or are they merely preferences that develop as a result of particular cultural contexts?

This area of study is concerned with discovering if there are basic principles and underlying ideas of morality, and assessing ethical viewpoints and arguments according to standards of logic and consistency. Philosophical methods may be used to address everyday, personal dilemmas, as well as issues debated in the media and some important moral challenges of our times.

Ethical problems:

All **three** of the following topics should be studied. A range of questions should be selected from the list under each topic. Appropriate questions outside the list can also be included for study.

1. Meta-ethics

This topic will explore questions such as:

- Where does morality come from?
- Is morality subjective or objective?
- Do men and women see ethical issues differently?
- What is the 'is-ought gap' and can it be bridged?
- Is moral behaviour found only in human beings?
- What is the relationship between religious belief and morality?
- What is the relationship between nature and morality?
- Is pure altruism possible, or are all acts essentially based on self-interest?
- Is it possible to speak of moral progress?
- What is nihilism?
- Do moral principles exist? Are they universal or relative to particular situations?

2. Normative ethics

This topic will explore questions such as:

- Are there certain acts which should be considered wrong in themselves?
- What role should reason, emotion, duty or self-interest have in ethical decision-making?
- Should our own pleasure-seeking be our primary motivation when making ethical decisions (i.e. Hedonism)?
- Should we focus on cultivating our own character and virtues to ensure sound ethical decision-making (i.e. Virtue ethics)?
- Are acts right or wrong to the extent that they maximise pleasures or minimise suffering (i.e. Hedonistic utilitarianism)? What are the relative merits of various versions of utilitarianism (i.e. positive, negative, preference, act, rule, ideal, hedonistic)?
- Is religious authority our best source for moral principles (e.g. Ten Commandments, Eightfold Path)?

3. Applied ethics

This topic will explore questions such as:

- Should animals have rights? On what grounds, if any, should animals be included in our moral thinking, and with what implications?
- Should IVF, human cloning, stem cell research and other bio-technologies be pursued?
- When, if at all, is euthanasia justified?
- Should we give money to charities? How should inequalities among the world's people be addressed?
- What kinds of liberties should we allow the media?
- To what degree should we protect the environment?
- What justifications can be given for terrorism, torture and war?
- What ethical principles are important in our friendships and relationships?
- What representations and expressions of gender should be considered acceptable?

Outcome 1

On completion of this unit the student should be able to analyse ethical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- debates and questions that arise from exploration of the ethical problems;
- definitions of key terms and concepts associated with the ethical problems;
- the contentious nature of ethical debates;
- viewpoints and arguments central to the ethical problems;
- some criticisms that can be raised in response to the viewpoints and arguments central to the ethical problems;
- the implications of adopting a particular ethical position for a range of relevant contemporary debates.

Key skills

These skills include the ability to

- formulate philosophical questions arising from ethical problems;
- analyse definitions of key philosophical concepts and questions related to ethical problems;
- outline philosophical viewpoints and arguments associated with ethical problems;
- offer justified written critical responses to, and viewpoints and arguments associated with, ethical problems;
- formulate independent ideas about ethical problems, and explain and defend those ideas in philosophical exchanges with others;
- explain and discuss the relationship between an ethical position and a relevant contemporary debate.

AREA OF STUDY 2**Other great questions in philosophy**

In this area of study students investigate **one** of four specialist topics: Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought.

Topics in philosophy:

A range of questions should be selected from the list under each chosen topic. Appropriate questions outside the list can also be included for study.

1. Aesthetics

This topic will explore questions such as:

- What is art? (e.g. representational, expressionist, formalist and institutional theories)
- In what sense can we speak of meaning in non-representational art?
- What is beauty? Is beauty necessary or even desirable in art?

- What defines the aesthetic? (e.g. exploration of such concepts as ‘taste’, ‘aesthetic properties’, ‘aesthetic experience’, ‘aesthetic appreciation’, and their relationship)
- To what extent does art transcend everyday moral categories?
- What is the purpose and value of art?
- To what extent is a society justified in censoring art?
- How important is originality in the arts, and should we condemn forgeries, or even copies?
- Can we make and defend a distinction between ‘high’ and ‘low’ art?
- What is the relationship between a work of art and what it represents?
- Can an aesthetic judgment be wrong? Are some aesthetic judgments better or worse than others?
- What is the intentionalist fallacy? To what extent is it a fallacy?
- What is a metaphor? Can we say that a metaphor is ‘true’?

2. Philosophy of religion

This topic will explore questions such as:

- What does the word ‘God’ mean?
- What are some of the diverse conceptions of the divine?
- Can a coherent account be given of what it means to say there is a God?
- Can religious belief be supported by rational argument? How successful are philosophical ‘proofs’ for the existence of God (e.g. cosmological argument, teleological argument, ontological argument, argument from religious experience)?
- How is faith to be understood? What is the relationship between faith, experience and knowledge?
- Is it rational to believe in God (Pascal’s wager)?
- Should we value the ‘leap in the dark’ commitment of faith, as opposed to reason?
- How are God’s essential qualities to be reconciled with the problem of suffering?
- What would constitute a miracle? How should we regard miraculous incidents?
- Is there life after death?
- Does God intervene in the universe? Why?
- What is the relationship between God and morality?
- What is the relationship between religion and science, particularly with regard to recent debates such as intelligent design?

3. Political philosophy

This topic will explore questions such as:

- What is justice?
- What is the relationship between law, justice and morality?
- What is the basis and purpose of the state and what are the just limits of its authority, at a local, national and global level?
- What are an individual’s rights and responsibilities?
- How are theories of social and political philosophy (e.g. libertarianism, egalitarianism) used as a basis for contemporary decision making?
- What is the importance in social/political philosophical debate of terms such as state, society, power, authority, coercion, obligation, consent, autonomy, freedom, rights, law, punishment, welfare, the common good?

- To what extent should individuals be obedient or obliged to the state?
- What are the differences between forms of government under democratic, oligarchic, monarchic, authoritarian and totalitarian rule?
- Are women or any minority groups oppressed in today's society?

4. Other traditions of thought

- What are some distinctive features of some of the following traditions, including responses to philosophical problems such as the nature of reality, existence, knowledge, action and morality?
 - Hinduism
 - Buddhism
 - Jainism
 - Confucianism
 - Taoism
 - Islam
 - Zoroastrianism
 - Indigenous Australian beliefs
 - Indigenous American beliefs
 - Christianity.
- How do these distinctive features compare and contrast with other philosophical viewpoints and arguments?

Outcome 2

On completion of this unit the student should be able to analyse problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- debates and questions that arise from exploration of one of the topics in philosophy listed above;
- definitions of key terms and concepts associated with the chosen topic;
- viewpoints and arguments central to the core problems within the topic;
- some criticisms that can be raised in response to the viewpoints and arguments central to the topic;
- the implications of adopting a particular position for relevant contemporary debates associated with the topic.

Key skills

These skills include the ability to

- analyse definitions of key philosophical concepts and questions related to problems in Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought;
- formulate philosophical questions arising from the problems central to the chosen topic;
- outline philosophical viewpoints and arguments associated with the problems central to the chosen topic;
- offer justified critical responses to, and viewpoints and arguments associated with, problems central to the chosen topic;

- formulate independent ideas about selected problems, and explain and defend those ideas in philosophical exchanges with others;
- explain and discuss the relationship between relevant contemporary debates and viewpoints and arguments arising in Aesthetics, Philosophy of religion, Political philosophy or Other traditions of thought.

AREA OF STUDY 3

Techniques of reasoning

In this area of study students develop their abilities to analyse philosophical arguments, apply techniques of logic, construct and manipulate chains of reasoning, identify and describe reasoning errors, including common fallacies, and analyse and develop analogies in response to philosophical problems. They also undertake other philosophical processes essential to the study of problems in Area of study 1: Ethics and Area of study 2: Other great questions in philosophy.

Outcome 3

On completion of this unit the student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in ethics and a selected topic in philosophy.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- a variety of methods of philosophical inquiry;
- the distinctive nature of philosophical thinking including the importance of conceptual clarity and precise language;
- the roles of reasoning and argument, imagination, emotion and experience in philosophical thinking about ethical and other philosophical problems;
- key terms associated with philosophical reasoning; for example, argument, deduction, induction, reason, premise, conclusion, validity, invalidity, soundness, unsoundness, consistency, contradiction, implication, entailment, assumption, standard form, fallacy, syllogism, analogy, metaphor, example, counterexample, counterargument, objection, proposition, claim, assertion, definition, probability, criteria, necessary, sufficient, modus ponens, modus tollens, thought experiment, chained argument, denying the antecedent, affirming the consequent;
- recognised patterns of good and bad reasoning including some common syllogisms, and common fallacies; for example, begging the question/circularity, slippery slope, ad hominem, genetic fallacy, excluded middle, affirming the consequent, is/ought, undistributed middle, and fallacies of ambiguity.

Key skills

These skills include the ability to

- analyse arguments to identify the premises and conclusions, and the relationships between the premises and conclusion, including 'standard form' presentation and chains of reasoning;
- apply basic techniques of reasoning and argument;

- apply philosophical thinking, including techniques of reason and argument, to analysis of philosophical viewpoints and arguments including those in ethics and another topic in philosophy;
- recognise and describe errors of reasoning including the identification of some common fallacies;
- use appropriate terminology when analysing and evaluating arguments.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Teachers should select a variety of assessment tasks for their assessment program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

For this unit students are required to demonstrate achievement of three outcomes. As a set these outcomes encompass all areas of study.

Demonstration of achievement of Outcomes 1, 2 and 3 must be based on the student's performance on a selection of assessment tasks including at least one essay. Where teachers allow students to choose between tasks they must ensure that the tasks they set are of comparable scope and demand. Assessment tasks for this unit are:

- essay (at least one for Unit 2)
- written analysis
- short-answer responses
- test
- written reflection
- written exercises
- presentations (oral, multimedia)
- dialogue (oral, written).

Unit 3: The good life

This unit considers the perennial question of what it is for a human to live well. What is the nature of happiness? What is the role of pleasure in the good life? What does the good life have to do with being morally decent to other people? The areas of study cover two different periods in which questions such as these have been at the forefront of discussion. Texts by both ancient and modern philosophers have had a significant impact on contemporary western ideas about the good life. Students critically compare the viewpoints and arguments in set texts from both these periods to their own views on how we should live, to contemporary experience, and to ideas about the good life presented in a range of other sources.

TEXTS FOR UNITS 3 AND 4

In this study the term 'text' refers to a complete text or extract/s from a philosophical work.

Texts for Units 3 and 4 will be prescribed annually by the Victorian Curriculum and Assessment Authority and are referred to in Units 3 and 4 as 'set texts'. The prescribed texts for each unit will be published annually in the *VCAA Bulletin*.

Texts for Units 3 and 4 will contain philosophical viewpoints and arguments. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments.

AREA OF STUDY 1

Critical analysis of philosophical views on the good life

This area of study exposes students to philosophical debates and perspectives on the nature of the good life through a study of significant texts from ancient times and the modern era. As students analyse and evaluate the viewpoints and arguments presented in the set texts, they will come to understand the ways in which the viewpoints and arguments are influenced by historical and philosophical contexts.

Outcome 1

On completion of this unit the student should be able to analyse and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- the influence of the historical and philosophical context on the viewpoints and arguments in the set texts;
- concepts used in the set texts in discussion of the good life, including morality, happiness and human nature, and any ambiguities which arise from them;
- further concepts used in the set texts and in discussion of the good life, including values, hedonism, egoism, freedom, pleasure, pain, purpose, meaning, virtue, altruism, wisdom, ontology, self-restraint, justice, equality, and any ambiguities which arise from them;
- viewpoints and arguments in the set texts relating to questions such as:
 - How do ontological views about the nature of people affect ideas about the good life?
 - What can an understanding of human nature tell us about the good life?
 - How relevant is religious belief to living the good life?
 - To what extent are humans free to choose their own lives?
 - What does the good life have to do with being (morally) good?
 - If being moral conflicts with your self-interest, why should you be moral?
 - What is the nature of happiness?
 - What is the role of pleasure in the good life?
 - What place does the practice of philosophy have in the good life?
 - What is the relationship between the good life for an individual and broader society?
- objections and criticisms that can be raised in response to the viewpoints and arguments proposed in relation to questions on the good life in the set texts.

Key skills

These skills include the ability to

- outline philosophical viewpoints using appropriate terminology;
- recognise arguments, identifying the premises and conclusions, and the relationship between the premises and conclusion of each argument;
- offer justified critical responses to philosophical viewpoints using clear and precise language;
- offer relevant criticisms of arguments by assessing the plausibility of premises, any assumptions made, showing whether the conclusions follow from the premises, and/or by analysing the potential consequences for the good life.

AREA OF STUDY 2

Critical comparison of philosophical views on the good life

In reading the ancient and modern philosophers set for this course, students will notice points of convergence and divergence among their views on the nature of the good life. As students reflect on the implications for accepting these views, they should also develop their own critical responses to the authors' viewpoints and arguments.

Outcome 2

On completion of this unit the student should be able to critically compare the viewpoints and arguments on the good life developed in the set texts.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- viewpoints and arguments on the nature of the good life in the set texts;
- similarities and differences between the viewpoints and arguments on the nature of the good life in the set texts;
- objections and criticisms that can be raised when critically comparing the set texts' viewpoints and arguments on the good life to each other.

Key skills

These skills include the ability to

- outline philosophical viewpoints using appropriate terminology;
- recognise arguments, identifying the premises and conclusions, and the relationship between the premises and conclusion of each argument;
- critically compare philosophical viewpoints and arguments by comparing the plausibility of the premises or viewpoints, any assumptions made, reasoning used, and/or the potential consequences for the good life;
- offer justified critical responses to philosophical viewpoints and arguments using clear and precise language.

AREA OF STUDY 3

Analysis and critical comparison of philosophical and other ways of thinking about the good life

In studying the viewpoints and arguments of the prescribed authors on the nature of the good life, students should also notice links between these ideas and other ways of thinking, and with the contemporary world and their own experiences. This area of study encourages students to develop their own independent and critical views on the good life, drawing on personal reflection, knowledge of philosophical traditions, observation of contemporary and other sources, and skills of rational argument.

Outcome 3

On completion of this unit the student should be able to critically compare the viewpoints and arguments on the nature of the good life in the set texts to other ways of thinking about how we should live, and evaluate their implications for contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.

Key knowledge

This knowledge includes

- examples of viewpoints and arguments on the good life occurring in sources beyond the set texts;
- objections and criticisms that can be raised in response to viewpoints and arguments on the good life occurring in sources beyond the set texts;
- similarities and differences between the viewpoints and arguments on the good life in the set texts and a range of other sources;
- appropriate examples of how the texts can inform critical responses to debates on the good life occurring in sources beyond the set texts.

Key skills

These skills include the ability to

- locate examples of viewpoints and arguments on the nature of the good life in sources other than the set texts, such as print and online materials;
- outline viewpoints and arguments on the nature of the good life as identified in sources other than the set texts, including the premises and conclusions, and relationships between the premises and conclusions of each argument;
- offer justified critical responses to the viewpoints and arguments on the good life identified in sources other than the set texts, by assessing the plausibility of premises or viewpoints, any assumptions made, or showing whether the conclusions reached follow from the premises;
- critically compare the viewpoints and arguments on the good life as found in the set texts with those identified in other sources;
- use examples from the set texts, other ways of thinking about how we should live and contemporary debates to support critical reflections on the good life;
- use the set texts to inform responses to debates on the good life occurring in sources other than the set texts.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement in Unit 3 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 3 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
Outcome 1 Analyse and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.	40	The student's performance on each outcome should be assessed using at least one or more of the following formats: <ul style="list-style-type: none"> • essay (at least one for Unit 3)
Outcome 2 Critically compare the viewpoints and arguments on the good life developed in the set texts.	30	AND <ul style="list-style-type: none"> • short-answer responses • test • written analysis • written exercises • written reflection
Outcome 3 Critically compare the viewpoints and arguments on the nature of the good life in the set texts to other ways of thinking about how we should live, and evaluate their implications for contemporary debates.	30	<ul style="list-style-type: none"> • presentations (oral, multimedia) • dialogue (oral, written).
Total marks	100	

*School-assessed coursework for Unit 3 contributes 25 per cent to the study score.

Unit 4: Mind, science and knowledge

This unit explores two areas of contemporary philosophical debate and their historical development. It involves the study and evaluation of viewpoints and arguments in these debates that occur in the set texts, and the relationship between the contemporary and historical arguments. The first area of study looks at a topic from metaphysics: What is the mind? The second considers a topic from epistemology: Does science provide us with knowledge? Since it is by using our minds as well as our senses that we are capable of acquiring knowledge, and since philosophy suggests that what we can know will influence what we think the mind is, these two questions are interrelated.

TEXTS FOR UNITS 3 AND 4

In this study the term 'text' refers to a complete text or extract/s from a philosophical work.

Texts for Units 3 and 4 will be prescribed annually by the Victorian Curriculum and Assessment Authority and are referred to in Units 3 and 4 as 'set texts'. The prescribed texts for each unit will be published annually in the *VCAA Bulletin*.

Texts for Units 3 and 4 will contain philosophical viewpoints and arguments. It is important for students to understand that arguments make a claim supported by reasons and reasoning, whereas a viewpoint makes a claim without necessarily supporting it with reasons or reasoning. Philosophical debates encompass philosophical questions and associated viewpoints and arguments.

AREA OF STUDY 1

The nature of mind and body

Philosophers often argue over whether everything can ultimately be explained by the laws of physics or whether there are mental events which fall outside physical and causal explanation. This area of study looks at different notions of the soul and the mind. Students examine the views of those who deny the existence of anything that falls outside the scope of physics, as well as those that have argued that the mind is something quite different from the physical body, and can exist independently of it. The set texts are used to provide students with a comparison of viewpoints and arguments and differing interpretations, both within a text, and between texts.

Outcome 1

On completion of this unit the student should be able to discuss the concepts relating to the nature of the mind, and analyse and evaluate viewpoints and arguments concerning the relationship between body and mind occurring within and between the set texts, and in the context of relevant contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1.

Key knowledge

This knowledge includes

- what is meant by the terms ‘mind’ and ‘body’ that occur in the set texts and associated viewpoints and arguments;
- the ways in which uses of philosophical terms may have different implications within and between the texts;
- what is meant by other terms that occur in the set texts and associated viewpoints and arguments, including ‘soul’, ‘thinking’, ‘perception’, ‘physical’, ‘non-physical’, ‘behaviour’, ‘dualist’, ‘physicalist’, ‘mental’ and ‘spiritual’;
- historical debates on the concepts of ‘mind’ and ‘body’, and the impact of the development of science on the ways in which we conceptualise thought and the mind as well as the body;
- viewpoints and arguments that the mind is something quite distinct from the body and that mental events cannot be explained as physical events;
- criticisms that have been developed of the view that the mind is something quite distinct from the body and that mental events cannot be explained as physical events;
- viewpoints and arguments that the mind is a part of nature that can be explained in terms of the natural sciences;
- criticisms that have been developed of the view that the mind is a part of nature that can be explained in terms of the natural sciences;
- implications of adopting a view about the nature of mind and body for our conception of human identity and our place in nature, and within relevant contemporary debates; for example, treatment of animals, artificial intelligence, or possible advances in neuroscience.

Key skills

These skills include the ability to

- outline philosophical viewpoints and arguments using appropriate terminology and identifying the premises and conclusions of arguments, and the relationships between the premises and conclusions of each argument;
- situate the set texts and their viewpoints and arguments in the contexts of historical and contemporary debates and scientific developments relating to the nature of mind and body;
- offer justified critical responses to philosophical viewpoints using clear and precise language;
- offer relevant criticisms of arguments by assessing the plausibility of premises, any assumptions made, showing whether the conclusions follow from the premises, and/or by analysing the potential consequences for positions on the relationship between mind and body;
- critically compare philosophical viewpoints and arguments by comparing the plausibility of the premises or viewpoints, any assumptions made, reasoning used, and/or the potential consequences for the mind/body debate;
- critically respond to philosophical viewpoints and arguments in the contexts of relevant historical and contemporary debates and scientific developments.

AREA OF STUDY 2

Knowledge, belief and science

From ancient times, philosophers have raised questions about what knowledge is and whether we can really know anything with certainty. Many have attempted to refute the sceptical claim that certainty cannot be attained. From the early seventeenth century, science started to gradually replace religion and classical texts in the Western world as a widely accepted authority on most issues of fact. There is a strong tendency in the contemporary western world to assume that the claims of natural science are the truth. However, much scientific reasoning, and even scientific ‘proof’, is based on observation and induction, and some philosophers have argued that such reasoning can never provide us with certainty. There is an argument that science progresses rationally towards the truth, but many philosophers of science have questioned whether such truths will ever be attainable, or accessible to human thought, and indeed whether any such truths exist at all. What is the status of reasoning used in science and to what extent can it offer the truth?

Outcome 2

On completion of this unit the student should be able to discuss concepts relating to the nature of knowledge, and analyse and evaluate viewpoints and arguments concerning the nature of knowledge occurring within and between the set texts, and in the context of relevant contemporary debates.

To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.

Key knowledge

This knowledge includes

- what is meant by terms including ‘knowledge’ and ‘science’ and the ways in which the uses of these words vary within the set texts and associated viewpoints and arguments;
- what is meant by other terms including ‘opinion’, ‘belief’, ‘truth’, ‘empirical’, ‘scientific method’ and ‘rational’ and the ways in which the uses of these words vary within the set texts and associated viewpoints and arguments;
- the differences between inductive and deductive reasoning, and the applications and relative merits of each;
- viewpoints and arguments that have been developed for the view that there is knowledge and that it is different from mere opinion, and that science may be included in this knowledge;
- viewpoints and arguments for thinking that science does not provide us with knowledge;
- criticisms that have been developed of the view that there is knowledge and that it is different from mere opinion, and that science may be included in this knowledge;
- criticisms of the idea that science does not provide us with knowledge;
- historical debates on the concepts of knowledge as relevant to philosophical problems in the set texts;
- implications of adopting a view about the nature of knowledge for our daily lives and within contemporary debates; for example, education, religious authority, the status of alternative medicine, the value of astrology or medical research.

Key skills

These skills include the ability to

- outline philosophical viewpoints and arguments using appropriate terminology and identify the premises and conclusions of arguments, and the relationships between the premises and conclusions of each argument;
- situate the set texts and their viewpoints and arguments in the contexts of historical and contemporary debates and scientific developments relating to the nature of knowledge;
- offer justified critical responses to philosophical viewpoints using clear and precise language;
- offer relevant criticisms of arguments by assessing the plausibility of premises, any assumptions made, showing whether the conclusions follow from the premises, and/or by analysing the potential consequences for positions on the nature of knowledge;
- critically compare philosophical viewpoints and arguments by comparing the plausibility of the premises or viewpoints, any assumptions made, reasoning used, and/or the potential consequences for debates relating to the nature of knowledge;
- critically respond to philosophical viewpoints and arguments in the contexts of relevant historical and contemporary debates and scientific developments.

ASSESSMENT

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The Victorian Curriculum and Assessment Authority publishes an assessment handbook that includes advice on the assessment tasks and performance descriptors for assessment.

The key knowledge and skills listed for each outcome should be used as a guide to course design and the development of learning activities. The key knowledge and skills do not constitute a checklist and such an approach is not necessary or desirable for determining the achievement of outcomes. The elements of key knowledge and skills should not be assessed separately.

Assessment of levels of achievement

The student's level of achievement for Unit 4 will be determined by school-assessed coursework and an end-of-year examination.

Contribution to final assessment

School-assessed coursework for Unit 4 will contribute 25 per cent to the study score.

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination, which will contribute 50 per cent to the study score.

School-assessed coursework

Teachers will provide to the Victorian Curriculum and Assessment Authority a score representing an assessment of the student's level of achievement.

The score must be based on the teacher's rating of performance of each student on the tasks set out in the following table and in accordance with an assessment handbook published by the Victorian Curriculum and Assessment Authority. The assessment handbook also includes advice on the assessment tasks and performance descriptors for assessment.

Assessment tasks must be a part of the regular teaching and learning program and must not unduly add to the workload associated with that program. They must be completed mainly in class and within a limited timeframe. Where optional assessment tasks are used, teachers must ensure that they are comparable in scope and demand. Teachers should select a variety of assessment tasks for their program to reflect the key knowledge and skills being assessed and to provide for different learning styles.

Outcomes	Marks allocated*	Assessment tasks
<p>Outcome 1 Discuss the concepts relating to the nature of the mind, and analyse and evaluate viewpoints and arguments concerning the relationship between body and mind occurring within and between the set texts, and in the context of relevant contemporary debates.</p>	50	<p>The student's performance on each outcome should be assessed using at least one or more of the following formats:</p> <ul style="list-style-type: none"> • essay (at least one for Unit 4) <p>AND</p> <ul style="list-style-type: none"> • short-answer responses • test • written analysis • written exercises • written reflection • presentation (oral, multimedia) • dialogue (oral, written).
<p>Outcome 2 Discuss concepts relating to the nature of knowledge, and analyse and evaluate viewpoints and arguments concerning the nature of knowledge occurring within and between the set texts, and in the context of relevant contemporary debates.</p>	50	
Total marks	100	

*School-assessed coursework for Unit 4 contributes 25 per cent to the study score.

End-of-year examination

Description

All outcomes in Units 3 and 4 will be examined. All of the key knowledge and skills that underpin the outcomes in Units 3 and 4 is examinable. The examination will be set by a panel appointed by the Victorian Curriculum and Assessment Authority.

Conditions

The examination will be completed under the following conditions:

- Duration: two hours.
- Date: end-of-year, on a date to be published annually by the Victorian Curriculum and Assessment Authority.
- Victorian Curriculum and Assessment Authority examination rules will apply. Details of these rules are published annually in the *VCE and VCAL Administrative Handbook*.
- The examination will be marked by assessors appointed by the Victorian Curriculum and Assessment Authority.

Contribution to final assessment

The examination will contribute 50 per cent to the study score.

Advice for teachers

DEVELOPING A COURSE

A course outlines the nature and sequence of teaching and learning necessary for students to demonstrate achievement of the set of outcomes for a unit. The areas of study broadly describe the learning context and the knowledge required for the demonstration of each outcome. Outcomes are introduced by summary statements and are followed by the key knowledge and skills which relate to the outcomes.

Teachers must develop courses that include appropriate learning activities to enable students to develop the knowledge and skills identified in the outcome statements in each unit.

For Units 1 and 2, teachers must select assessment tasks from the list provided. Tasks should provide a variety and the mix of tasks should reflect the fact that different types of tasks suit different knowledge and skills and different learning styles. Tasks do not have to be lengthy to make a decision about student demonstration of achievement of an outcome.

In Units 3 and 4, assessment is more structured. For some outcomes, or aspects of an outcome, the assessment tasks are prescribed. The contribution that each outcome makes to the total score for school-assessed coursework is also stipulated.

In designing courses teachers should also note that although it is a requirement that the areas of study are addressed within the specified unit, the sequence in which they are taught may be adjusted to suit the needs of the learning program. Teachers may, for example, choose to address the skills and knowledge outlined in area of study 3 in Units 1 and 2 throughout the course or complete outcomes in Units 3 and 4 when the skills and knowledge for those outcomes have been addressed. Teachers may also choose to incorporate the study of relevant contemporary debates within the context of the areas of study and as part of the normal teaching program.

USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

In designing courses and developing learning activities for Philosophy teachers should make use of applications of information and communications technology and learning technologies, such as computer-based learning, multimedia and the World Wide Web, where appropriate and applicable to teaching and learning activities.

Teachers could, for example, encourage students to use Internet sites to research the historical and philosophical contexts of selected texts and authors, or to locate materials that may be used as a basis for comparing viewpoints as required by Outcome 3 of Unit 3. In Units 1 and 2, web-based resources

could be used to expand knowledge of contemporary debates in applied philosophy and to facilitate the development of key skills, such as the formulation, expression and defence of questions, arguments and viewpoints, through participation in online discussions with other philosophy students.

Other information and communications technologies, such as task-specific software, can be used to help students identify premises and conclusions and to analyse and evaluate arguments. Students may also use these technologies to present their understanding of key concepts, arguments and viewpoints in Units 1 and 2 by, for example, designing a web page that contains explanations of key concepts and links to relevant sites. They may also use hypertext to identify and analyse the similarities and differences between the arguments and viewpoints developed in the set texts in Units 3 and 4 or facilitate the presentation of oral outcomes with, for example, the use of a software aid such as PowerPoint. It should be noted that all assessment tasks include the option of multimedia presentations.


KEY COMPETENCIES AND EMPLOYABILITY SKILLS

Students undertaking the following types of assessment, in addition to demonstrating their understanding and mastery of the content of the study, typically demonstrate the following key competencies and employability skills.

Assessment task	Key competencies and employability skills
Written analysis	Understanding concepts, analysing and interpreting written material, presenting arguments, (written) communication, planning and organisation
Short-answer responses	Understanding concepts, presenting and evaluating arguments and viewpoints, (written) communication, planning and organisation
Test	Managing information, decision-making, planning, organisation and initiative
Written reflection	Understanding concepts, analysing and interpreting written material, managing information, presenting and evaluating information, arguments and viewpoints, justifying viewpoints, (written) communication, planning and organisation
Written exercises	Understanding concepts, analysing and interpreting written material, planning and organisation
Essay	Understanding concepts, analysing and interpreting written material, managing information, presenting and evaluating information, arguments and viewpoints, justifying viewpoints, (written) communication, planning and organisation
Dialogue (written, oral)	Problem-solving, presenting and evaluating information, arguments and viewpoints, managing information, negotiation, teamwork, communication (written or oral), planning, organisation and initiative
Multimedia presentations	Use of information and communications technology, analysing and interpreting information, presenting and evaluating information, problem-solving, decision-making, (written) communication, preparation, planning and initiative
Oral presentations	Analysing and interpreting information, presenting information, arguments and viewpoints, (oral) communication, preparation, planning and initiative

In completing work for this study, students may also demonstrate other key competencies and employability skills, such as working with others and in teams, and using mathematical ideas and techniques.

LEARNING ACTIVITIES

Examples of learning activities for each unit are provided in the following sections. Examples highlighted by a shaded box are explained in detail in accompanying boxes. The examples that make use of information and communications technology are identified by this icon .

Unit 1: Existence, knowledge and reasoning

AREA OF STUDY 1: Metaphysics

Outcome 1

Analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Examples of learning activities


introduce the chosen metaphysical problem by discussing related questions and viewpoints presented in a newspaper or magazine article on a contemporary debate, e.g. artificial intelligence


use visual illusions to stimulate discussion on sense perception and reality

visit the Mind/Body Gallery at the Melbourne Museum and discuss the issues raised by this excursion as a class

use a paradox as a stimulus for exploring a particular metaphysical problem

construct a chart that identifies the variety of definitions for the key terms and concepts associated with the chosen metaphysical problem, e.g. mind, and discuss the arguments related to these definitions


 using hypertext, identify and annotate with definitions, the terms and concepts used in an excerpt from a text, e.g. a magazine article or essay, on a contemporary debate associated with the chosen metaphysical problem

 using a software program such as Rationale, outline and examine the arguments proposed in a selected philosophy text which explores the questions and concepts associated with the chosen metaphysical problem

construct a visual representation that compares the responses of different philosophers to the questions associated with the chosen metaphysical problem


in pairs, develop arguments for and against a position associated with the chosen metaphysical problem and discuss these as a class

construct justified responses to a question associated with the chosen metaphysical problem and discuss in pairs

 develop a PowerPoint presentation that outlines and discusses how feminist philosophers might respond to a question associated with the chosen metaphysical problem

conduct a forum for younger students, or students from another class, on one of the questions associated with the chosen metaphysical problem

prepare for, and participate in, a debate on one of the questions associated with the chosen metaphysical problem

 design a web page on a contemporary issue that identifies and discusses terms and concepts as they relate to the chosen metaphysical problem, and which includes links that explore the issue from a variety of perspectives

Detailed example

INTRODUCTION TO A METAPHYSICAL PROBLEM

Select a newspaper or magazine article that explores a contemporary debate associated with the chosen metaphysical problem, e.g. artificial intelligence. Formulate a series of questions that link the issues raised in the article to the metaphysical problem and explore within the context of a whole class discussion.

Questions that may be considered using the above example include:

- What is intelligence?
- How can we tell if something possesses intelligence?
- If a machine exhibits these behaviours can we say that it is capable of thought?

- What is thinking?
- Does thinking require a mind?
- What is a mind?
- Does a mind require a biological body?
- Could a machine have a mind?
- If a machine could have a mind, what implications may this have for the way in which we understand ourselves?

The ideas and issues raised in this discussion could then be used as an entry point for exploring the key questions associated with the chosen metaphysical problem.

AREA OF STUDY 2: Epistemology

Outcome 2

Analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Examples of learning activities

identify and discuss epistemological questions raised in films such as *The Matrix* or *The Truman Show*


use other stimuli, such as a story, picture or cartoon to formulate questions relating to epistemology for class discussion


use a thought experiment such as Chisholm's sheep farmer to explore questions associated with a chosen epistemological problem

use a concept game to explore key terms associated with the chosen epistemological problem


in pairs, create definitions for key terms associated with the chosen epistemological problem, swap and discuss any ambiguities that arise from these definitions

in pairs, map the structure of argument in a relevant philosophical text, e.g. Descartes First Meditation, and identify with annotations any problems or criticisms that can be raised in response to the argument

 using a software program, construct a concept map that depicts the arguments and viewpoints of different philosophers in response to a fundamental question associated with the chosen epistemological problem

 develop a PowerPoint presentation that outlines and evaluates a variety of possible responses to one of the questions associated with the chosen epistemological problem


complete a series of written exercises which require justified critical responses to questions associated with the chosen epistemological problem

 organise, and participate in, an online debate on one of the questions associated with the chosen epistemological problem

in pairs, formulate an argument in response to a question associated with the chosen epistemological problem; then present these arguments for discussion in class

complete a written response that discusses the implications of feminist thought for the way we think about a chosen problem in epistemology

explore questions and issues associated with the chosen epistemological problem by responding to a case study or series of case studies

 use the Internet to research a contemporary debate relevant to the chosen epistemological problem

give an oral presentation that illustrates the relationship between an epistemological position and a relevant contemporary debate

write a newspaper article/case study/story that explores a philosophical position on a contemporary debate

Detailed example**USE A CONCEPT GAME TO EXPLORE DEFINITIONS**

Concept games invite students to develop definitions, formulate and defend arguments, and explore the contentious nature of philosophical concepts.

The following example uses the concepts 'knowledge' and 'belief', although other concepts may be explored using the same activity.

Materials required to conduct the game include:

- a whiteboard
- two large pieces of paper on which each concept is written
- several examples relevant to the concepts written clearly on separate cards, i.e. 'the existence of God', ' $2 + 2 = 4$ ', or 'murder is wrong'.

The game is conducted as follows:

- Place the pieces of paper on which each concept is written on the floor and seat students in a circle around them.
- Allocate each student one or several example cards. Invite students to discuss, in pairs or small groups, which concept describes the example which they have been given and why. When students have decided, ask them to place their cards against what they perceive as the relevant concept. Cards should be placed so

they are visible to all members of the class.

- When all the cards have been placed, invite students to peruse the results, noting any decisions they may disagree with or find interesting.
- Then, as a whole class, discuss the placements. Begin this discussion by asking students for an example of a placement with which they disagree. When a disagreement is raised the student who raised it should be invited to explain why he or she disagrees with the placement and the students who made the placement should be invited to respond. The discussion should then be extended to the rest of the class to respond.
- As the students work through the examples record any ideas regarding the definition of concepts on the whiteboard.
- When the concept game is exhausted invite students to consider what has been written on the whiteboard and if they agree with the claims that have been made.
- Students may then be invited to produce a definition, or several definitions, of the concepts to conclude the class.

AREA OF STUDY 3: Introduction to logic and reasoning

Outcome 3

Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Examples of learning activities

in pairs, compose a crossword or word puzzle which employs key terms, and definitions of key terms, associated with philosophical reasoning and swap with other members of the class

construct a series of simple arguments and invite students to identify the premises and conclusion of each argument


underline words and phrases in examples of reasoning that indicate premises and conclusions

construct a worksheet of simple arguments in 'standard form' and invite students to assess these arguments using the basic techniques and key terminology associated with philosophical reasoning

construct a worksheet that invites students to supply missing premises for, or to uncover assumptions in, a given argument

conduct a class discussion using a technique of philosophical reasoning, e.g. focusing on providing evidence as a reasoning tool


construct a poster for display that depicts a good thinker's toolkit and use for self-evaluation

 using a software program such as Rationale, compose, analyse and evaluate an argument that responds to one of the key questions associated with a chosen metaphysical or epistemological problem and discuss the outcomes of the exercise in class

find an example to support a given argument, swap with a partner and determine a counterexample

produce a written response to a set question associated with a chosen metaphysical or epistemological problem using appropriate techniques of reasoning and argument

read a text associated with a chosen metaphysical or epistemological problem and identify and discuss how techniques of philosophical reasoning are being used to construct arguments

 using hypertext, analyse and evaluate a piece of philosophical writing related to a chosen metaphysical or epistemological problem, using terminology associated with philosophical reasoning

on a large piece of paper, map the structure of a piece of philosophical writing associated with a chosen metaphysical or epistemological problem, identifying such things as premises, conclusions, assumptions, analogies, examples, counterexamples, etc., and use as a basis for critical analysis

construct a dialogue that relates to a chosen metaphysical or epistemological problem, employing appropriate techniques of reasoning and argument

compare a philosophical argument with a non-philosophical (i.e. rhetorical) argument and discuss what distinguishes one from the other

Detailed example**CONSTRUCT A WORKSHEET OF SIMPLE ARGUMENTS IN 'STANDARD FORM'**

'Standard form' is a method for representing arguments that can help students to understand how, and if, a piece of philosophical reasoning works.

To reconstruct an argument in standard form both the conclusion of the argument and the reasons (premises) for this conclusion must first be identified. These elements are then arranged vertically with the conclusion preceded by the symbol to denote 'therefore', and separated from the premises by a horizontal line.

For example;

P1: All men are mortal

P2: Socrates is a man

∴ Socrates is mortal

Questions to accompany a selection of different arguments arranged in this format may include:

- Is the argument deductive or inductive?
- Does the conclusion logically follow on from the premises?

- Are the premises true?
- Is the argument sound? Why/not?
- What examples/counterexamples can you think of to support/question the truth of the premises?

Students may also be given a selection of arguments and invited to arrange them into standard form before embarking on the questions outlined above.

Students could also be encouraged to apply the method when analysing and evaluating viewpoints and arguments associated with a chosen metaphysical or epistemological problem, or when examining arguments in philosophical texts.

Further information on standard form and the techniques of reasoning and argument can be found under 'Argument and reasoning' in the list of Resources at the end of this Study Design.

Unit 2: Ethics and philosophical investigation

AREA OF STUDY 1: Ethics

Outcome 1

Analyse ethical problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Examples of learning activities

examine a variety of responses to a current issue in print and visual media and identify, discuss and evaluate the ethical viewpoints and arguments that underlie these responses


identify and discuss the ethical questions raised by a viewpoint or an argument presented in a philosophical text

individually, in pairs, and as a class, construct definitions for key terms and concepts associated with an ethical problem

participate in a 'hypothetical' (i.e. students take on different roles such as a doctor, a terminally ill patient, a family member etc., to explore an issue or question) that examines a question associated with one of the ethical problems


use a 'thought experiment' to explore questions and issues associated with an ethical problem

respond to a series of statements related to a question associated with an ethical problem by taking positions on a physical 'line' marked at either end with the words 'agree' and 'disagree', and discuss the arguments, and any ambiguities that arise from these arguments, presented in response to the statements throughout the exercise

 construct a web page that presents the viewpoints of several different philosophers in response to a question associated with an ethical problem


read and critically discuss a selection of philosophical texts, or excerpts from texts, that respond to shared questions associated with an ethical problem

construct a chart that compares how different philosophical theories, e.g. Utilitarianism, Deontology etc., might respond to a selection of applied ethical issues; discuss the results of the exercise in small groups or as a class

 in pairs, use the Internet to explore how other religious traditions, such as Buddhism, have responded to questions associated with the ethical problems, and the reasons for such responses, and present in class

conduct a class forum on a question associated with an ethical problem

prepare for, and participate in, a formal debate on a question associated with an ethical problem and invite an audience of students to adjudicate

 develop a PowerPoint presentation that outlines the viewpoints and arguments of philosophers and non-philosophers in response to a relevant contemporary debate

construct a case study that highlights the problems of a selected ethical theory

identify the ethical questions raised in a piece of writing on a relevant contemporary debate and discuss as a class

research an ethical theory and respond to a contemporary debate from the perspective of that theory

produce a written reflection that employs philosophical viewpoints and arguments to explore a relevant contemporary debate

Detailed example

USING PHILOSOPHICAL VIEWPOINTS AND ARGUMENTS TO EXPLORE A RELEVANT CONTEMPORARY DEBATE

Provide students with a question, or list of questions, which asks them to explore a relevant contemporary debate in the form of a written reflection, and stipulate in the attendant criteria that students are to use viewpoints or arguments produced by philosophers in their discussion.

For example, if a student has chosen to explore the question 'Should animals have rights?', he or she may also like to consider the implications of the following viewpoints or arguments when discussing the criteria for rights:

- Aristotle's claim that a good life is dependent on the capacity for reason.
- Descartes' claim that animals lack the capacity for reason.

- Kant's claim that moral duty only extends to moral agents.
- Singer's claim that sentience ought to be the fundamental criteria for rights.

Students could also apply philosophical theories, such as Utilitarianism or Kantian Deontology, to explore other applied ethical questions.

Students could also be invited to independently research relevant contemporary debates; however, it may be helpful to examine a range of philosophical theories, arguments and viewpoints applicable to the task in class before embarking on the activity.


AREA OF STUDY 2: Other great questions in philosophy


Outcome 2


Analyse problems, evaluate viewpoints and arguments arising from these, and analyse philosophical issues in relevant contemporary debates.

Examples of learning activities

use representations from a variety of fields, e.g. painting, sculpture, photography, conceptual art, architecture, scientific illustration etc., to explore concepts and definitions associated with the topic of aesthetics

 in pairs, use the Internet (or library) to research conceptions of the divine in different cultures and use this research as a basis for a class discussion on what is meant by the term 'God'

 using a software program, construct a concept map that identifies and defines key political theories associated with political philosophy

 design a web page that identifies and discusses key concepts or ideas that underpin another tradition of thought, and which includes links to relevant information such as key figures and texts

construct a visual representation that identifies and explains key definitions and concepts of another tradition of thought and use as a reference in class

in pairs, construct a chart that outlines possible arguments for and against each of the philosophical 'proofs' for the existence of God and evaluate these arguments as a class

use a visit to a gallery to explore questions and issues associated with the topic of aesthetics


examine how different philosophers associated with political philosophy have conceived of the relationship between the state and its people, and critically discuss these viewpoints, and the arguments for and against these viewpoints, as a class

read a primary philosophical text, or excerpts from a primary philosophical text, from another tradition of thought, e.g. the Bhagavad Gita, The Analects or readings in Buddhism, and discuss how the viewpoints presented in the text respond to questions or issues previously studied

write an essay that outlines and compares the viewpoints and arguments of a range of philosophers, in response to a question associated with the chosen philosophical topic

use one of the questions associated with the chosen philosophical topic as the basis for class discussion


prepare for, and participate in, a formal debate on a question associated with the philosophy of religion


 use the Internet to research debates concerning controversial art forms such as graffiti or stencil art, and discuss the issues raised by this research in relation to the questions associated with the topic of aesthetics

examine several representations of the same object, e.g. a painting, a sculpture, a diagram, a child's drawing and an actual object, and discuss which may be classified as a work of art and why

using representations from a variety of fields, e.g. painting, sculpture, use the viewpoints or argument expressed by philosophers or in philosophical theories to examine contemporary artistic debates, e.g. the artistic merit of the Turner Prize, in a piece of writing such as an essay or a written reflection

give an oral presentation that uses a current issue in the news to explore and discuss questions and issues associated with political philosophy

 develop a PowerPoint presentation that outlines how philosophers and non-philosophers may have responded to the idea of intelligent design

 organise, and participate in, an online forum with a representative of another philosophical tradition, e.g. a Buddhist monk, which focuses on how the chosen tradition might respond to a range of contemporary issues

Detailed example

VISIT TO A GALLERY – AESTHETICS

Prior to your visit, contact the Education Officer at the gallery to discuss the questions and issues you would like your class to explore during their excursion.

Questions and issues applicable to the chosen topic may include:

- What makes something a work of art?
- How have definitions of art changed over time and what implications do such changes have for the way we understand aesthetic value?
- What is the purpose and value of art?
- What factors contribute to decisions to acquire or exhibit particular artworks?
- Is beauty necessary in art?
- Are there any particular works that have incited controversy? If so, why?

- Does the gallery distinguish between 'high' and 'low' art and if so, how?
- Are aesthetic judgments entirely subjective?

Students should also consider and discuss their own responses to a range of different artworks in terms of the above questions.

After their visit, students should also be encouraged to use their experience at the gallery when discussing other questions, viewpoints and arguments associated with the topic of aesthetics.

Contact details for the National Gallery of Victoria and the Heide Museum of Modern Art can be found under 'Professional Development/Student Program' in the list of Resources at the end of this Study Design.

AREA OF STUDY 3: Techniques of reasoning

Outcome 3


Apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in ethics and a selected topic in philosophy.


Examples of learning activities

using different coloured highlighters or pencils, identify the premises and conclusions of sub-arguments contained in an extended excerpt of philosophical writing associated with an ethical problem or a topic in philosophy, and in pairs discuss how these sub-arguments fit together to form a larger argument


construct a chain of reasoning in 'standard form' using individual cards for premises and conclusions; invite students to reconstruct and evaluate the arguments using basic techniques and key terminology associated with reasoning and argument

construct worksheets of complex arguments and invite students to analyse and evaluate using basic techniques and key terminology associated with reasoning and argument

 as a class, design and develop a reasoning and argument website which includes definitions for key terms, explanations and examples of basic techniques, and links to other relevant sites, and use as a class resource

 using hypertext, identify techniques of reasoning and argument used in a piece of philosophical writing associated with an ethical problem or with another topic in philosophy, and use as a basis for critical analysis and evaluation

construct analogies for viewpoints or arguments associated with an ethical problem or with another topic in philosophy

 using hypertext, analyse an analogy used in a piece of philosophical writing associated with an ethical problem or with another topic in philosophy

construct a series of arguments that contain different errors of reasoning and ask students to identify and describe these errors

create a visual representation which identifies and describes errors and common fallacies in reasoning and argument and use as a study reference

in pairs, present a dialogue which employs a range of basic techniques of reasoning and argument; invite the class to identify these techniques when the dialogue is completed

Detailed example**CONSTRUCTING AND RECONSTRUCTING A CHAIN OF REASONING**

Before commencing the activity, using 'standard form', construct a piece, or several pieces, of reasoning which consist of a main argument, sub-arguments to support, where necessary, the premises of the main argument and sub-arguments to support the premises of the first sub-arguments (again, where necessary).

For example:

Main Argument

P1: If animals have the capacity to feel pain then they should be granted rights

P2: Some animals have the capacity to feel pain

∴ Some animals should be granted rights

Sub-argument (1)

P1: Anything with a developed nervous system has the capacity to feel pain

P2: Some animals have a developed nervous system

∴ Some animals have the capacity to feel pain

Sub-argument (2)

P1: If biological science is correct then some animals have a developed nervous system

P2: Biological science is correct

∴ Some animals have a developed nervous system

Write the premises and conclusions for each of the arguments on separate cards and place the cards in a pile on the floor. Arrange students around the cards and invite them, as a group, to reconstruct the main argument and then the sub-arguments.

When this process is completed, invite students to evaluate the argument using basic techniques and key terminology associated with reasoning and argument.

Questions students could consider during this stage of the activity may include:

- Do the sub-arguments adequately support the arguments that proceed from them?
- Do the conclusions of each argument logically follow on from the premises?
- Is there a necessary relationship between the premises and conclusion in each argument?
- Are the premises true?
- Are the arguments sound? Why/not?
- Do the arguments contain any assumptions and are these assumptions addressed?
- Can you think of any examples/counterexamples to support/question the truth of the premises?
- Can you recognise any errors/common fallacies in the construction of these arguments and, if so, what are they?
- What implications do these errors have for the rest of the argument?
- Could these errors be rectified? How?

Arguments expressed in philosophical texts associated with an ethical problem or with another topic in philosophy, or more complex arguments, including those which contain deliberate errors in reasoning, could also be used for this activity.

Students could also be invited to construct their own arguments in pairs and swap them with other members of the class.

Further information on chains of reasoning and other techniques associated with reasoning and argument can be found under 'Argument and reasoning' in the list of Resources at the end of this Study Design.

Unit 3: The good life

AREA OF STUDY 1: Critical analysis of philosophical views on the good life

Outcome 1

Analyse and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.

Examples of learning activities

construct a timeline which situates the set texts, and/or the authors of the set texts, in their historical and philosophical context



divide the authors of the set texts among the class and in pairs or small groups develop a web page which includes a brief biography of the allocated author, information regarding the political, philosophical and social context against which his or her work was created, and links to other relevant sites, and use as a class resource

create a poster (or concept map) which shows how the philosophical, political and social context of a set text is reflected in its viewpoints and arguments

using different coloured highlighters or pencils, identify the main arguments, and the premises and conclusions of each of these arguments, in the set texts

working in small groups, allocate the main arguments expressed in a set text to different group members and take turns describing the structure of these arguments to one another using appropriate terminology

in pairs, and on a large piece of paper, map the structure of arguments expressed in an excerpt from a set text; discuss any potential criticisms that could be raised in response to these arguments, and share with the class



using hypertext, evaluate the arguments expressed in a set text, or excerpt from a set text, by providing annotations that assess the plausibility of the premises and the relationship between the premises and conclusions

Detailed example**CREATING A WEB PAGE**

Before commencing the task, divide students into pairs or small groups, divide the authors of the set texts between the groups and ask each group to research the life of their author, and the political, philosophical and social context in which his or her work was produced, using the library and/or Internet.

When the research has been completed, ask each group to produce, using a program such as Dream Weaver, a web page on their author.

Information presented on this web page may include:

- biographical details of the author
- the time of publication and a brief synopsis of the set text
- the author's main philosophical beliefs and concerns
- the philosophical context in which his or her work was produced, including information

on contemporary key figures, movements, concerns and ideas, and identification and discussion of relevant influences

- the political climate in which the author lived
- the social context in which his or her work was produced, including, where relevant, information on the structure of society, the status of women, non-citizens and slaves, education, prevailing religious, philosophical and non-philosophical beliefs, and the role of institutions
- contemporary events and developments in fields other than philosophy.

Students could also include, where appropriate, graphics, quotes from texts, a list of resources and links to relevant websites.


When completed, students should be encouraged to refer to these web pages when commencing their study of the set texts.

AREA OF STUDY 2: Critical comparison of philosophical views on the good life**Outcome 2**


Critically compare the viewpoints and arguments on the good life developed in the set texts.

Examples of learning activities

construct a visual representation, e.g. a table or Venn diagram, which illustrates the similarities and differences between the viewpoints and arguments expressed in the set texts


 develop a PowerPoint presentation that critically compares the viewpoints and arguments expressed in the set texts to each other

prepare for, and participate in, a role-play which explores potential and actual responses of the authors of the set texts to different questions associated with the good life and present in class

 using a software program such as Rationale, analyse arguments expressed in two or more of the set texts and critically compare the results of this exercise in discussion with others

divide the set texts between members of the class, map the structure of arguments in the allocated text, and then in pairs or small groups, analyse and evaluate the viewpoints and arguments by critically comparing the plausibility of the premises, the relationship between premises and conclusions, and any objections that can be raised in response to the viewpoints and arguments

in pairs or small groups, discuss and compare the responses of the set texts to different questions associated with the good life

 using a software program, construct a concept map that depicts the different responses of the set texts to questions associated with the good life

complete a series of written exercises that require critical comparison of the viewpoints and arguments expressed in the set texts and/or the responses of the set texts to questions associated with the good life

Detailed example

PREPARE A ROLE-PLAY

Divide the class into groups of three. Assign two of the set texts to each group and ask students to develop a role-play in which the authors of the set texts converse on questions associated with the good life.

Questions that may be considered when formulating the role-play include:

- How would you describe the authors' conceptions of a good life?
- What are the fundamental beliefs that underpin the authors' conceptions of a good life?
- What is required of the individual to live these conceptions of a good life?
- What kind of life would not be considered a good life according to your authors? Why?
- What is the nature of happiness and what role does happiness play in your authors' conceptions of the good life?

- What role does pleasure play in your authors' conceptions of a good life? Why?
- Does a good life have anything to do with being morally good according to your authors?
- What place does the practice of philosophy have in your authors' conceptions of a good life and why?

When preparation for the role-play is completed, ask students to allocate roles to group members. Each group will require a student to represent each author and a student to play the interviewer.

After a brief rehearsal, invite students to present their role-play before the class.

At the conclusion of each role-play allow students to consider any additional questions from the class. Students could also be invited to critically compare the viewpoints and arguments as a whole class after each presentation.

AREA OF STUDY 3: Analysis and critical comparison of philosophical and other ways of thinking about the good life

Outcome 3

Critically compare the viewpoints and arguments on the nature of the good life in the set texts to other ways of thinking about how we should live, and evaluate their implications for contemporary debates.

Examples of learning activities

explore changing perceptions of the good life by interviewing parents and grandparents, and discuss these perceptions, and the possible reasons for these perceptions and changes in perceptions, in class



use the Internet to research how other philosophical and/or religious traditions have responded to questions associated with the good life

examine the arguments and/or viewpoints expressed in a text, or in excerpts from a text, from another philosophical or religious tradition and document these viewpoints and/or arguments in a written summary or chart

in pairs or small groups, develop justified critical responses to different conceptions of the good life as expressed in sources other than the set texts, by analysing and evaluating the viewpoints and/or arguments that underpin these conceptions

construct a concept map that depicts a selection of viewpoints and arguments from the set texts, from other philosophical and/or non-philosophical traditions and from contemporary experience in response to questions associated with the good life, and use as a basis for critical comparison

in groups of four, develop a role-play in which authors of two of the set texts, a representative of another tradition of thought and a representative of an aspect of contemporary society converse on the nature of the good life; discuss the outcomes of this exercise as a class



develop a PowerPoint presentation that critically compares the viewpoints and arguments developed in one or more of the set texts with at least two other ways of thinking about how we should live

in pairs or small groups, discuss how the authors of the set texts may have responded to current conceptualisations of the good life

complete a series of written exercises that require the application of viewpoints and arguments expressed in the set texts to analyse representations of the good life in print and visual media

place several visual representations, e.g. photographs, cartoons, advertisements etc., of the good life in an envelope, allocate envelopes to pairs of students and invite students to respond to these representations in a set time by linking them to the viewpoints and arguments expressed in the set texts

write an essay which examines how viewpoints and arguments expressed in, and beyond, the set texts may contribute to, and inform, our understanding of how we ought to live in contemporary society

apply the viewpoints and arguments expressed in the set texts, and another tradition of thought, to analyse and evaluate a current debate on the good life

using a variety of sources, e.g. newspapers, video, DVD, radio and the Internet, prepare a multimedia presentation that represents contemporary views of the good life and analyse these views in a presentation to the class

Detailed example**MULTIMEDIA PRESENTATION**

Before commencing the activity, arrange students into pairs or small groups and ask them to discuss what they perceive to be current understandings of the good life.

Questions that could be considered during this discussion include:

- How do we, as individuals, define a good life?
- How are ideas of the good life represented in print and visual media?
- What is a good life according to our parents, grandparents, peers and other groups within the community?
- What ideas about the good life are suggested by governmental, legal and educational institutions?
- What ideas about the good life are suggested by our notions of national identity, our responses to regional and world events and our cultural mythologies?
- What ideas about the good life are suggested by our cultural backgrounds?

When students have completed their discussions, ask each group to construct a multimedia presentation of the good life as it is conceived in contemporary society.

When the presentations are completed, ask each group to present their findings to the class, recording any points of interest on the whiteboard.

Questions that may be considered during and after this process include:

- According to these representations, what is considered a good life in contemporary society?
- What values underpin this idea of a good life?
- What makes this good life, a good life?
- Are there any aspects of this good life that you believe are trans-historical or trans-cultural, or is this good life culturally and historically specific?
- What attributes would a person require to live this good life?
- Who does this good life exclude and how?
- Does this good life accord with your idea of the good life?
- How might the authors of the set texts respond to this idea of the good life?
- Is this good life, a good life? Why/not?

Students should also be encouraged to consider and compare the results of this activity when examining viewpoints and arguments expressed in the set texts, in other sources, and in philosophical traditions.

Unit 4: Mind, science and knowledge

AREA OF STUDY 1: The nature of mind and body

Outcome 1

Discuss the concepts relating to the nature of the mind, and analyse and evaluate viewpoints and arguments concerning the relationship between body and mind occurring within and between the set texts, and in the context of relevant contemporary debates.

Examples of learning activities



use the Internet (or library) to research the history of scientific development relevant to the set texts

construct a timeline which situates the set texts within their historical and scientific context and discuss the possible relationship between these contexts and the viewpoints and arguments expressed in the set texts



using hypertext, summarise the viewpoints and arguments expressed in the set texts, and identify and define key terms, such as mind, body, soul etc, using annotations

construct a series of concept maps which illustrate how the definitions of key terms vary between the set texts

using different coloured highlighters or pencils, identify the premises and conclusions of arguments expressed in the set texts

map the structure of arguments expressed in the set texts and use as a basis for critical comparison and/or evaluation



develop a PowerPoint presentation that compares the viewpoints and arguments expressed in a selection of the set texts in response to a question associated with the nature of mind and body

in pairs or small groups, compare the viewpoints and arguments expressed in the set texts and discuss which is the most plausible and why

complete a series of written exercises which require critical comparison of the viewpoints and arguments expressed in the set texts

research a relevant contemporary debate, e.g. animal rights, artificial intelligence etc., and give an oral presentation that examines this debate within the context of the viewpoints and arguments concerning the nature of, and relationship between, mind and body

discuss the implications of adopting a particular view about the nature of mind and body for such things as our understanding of the after-life, our place in nature, human psychology and our relationship to animals

Detailed example**AN ORAL PRESENTATION**

Before commencing the activity, ask students to research a relevant contemporary debate using the library and/or Internet.

Students should be encouraged to seek out materials that explore the debate from relevant philosophical perspectives, to consider the relationship between these perspectives and the viewpoints and arguments expressed in the set texts and to think about the implications of adopting positions expressed in the set texts for one's position on the debate.

Debates students may like to consider for this activity include:

- animal rights
- artificial intelligence
- stem cell research
- other debates applicable to questions associated with mind and body.

When the research is completed, ask students to give an oral presentation on their chosen debate which includes:

- a broad overview of the debate and its relationship to questions associated with mind and body
- a brief outline of at least two perspectives on the debate, including an account of the arguments used to support these perspectives
- a critical comparison of the viewpoints and arguments used to support these perspectives
- the implications of adopting perspectives on the debate for evaluation of viewpoints and arguments expressed in the set texts and/or how viewpoints and arguments expressed in the set texts may respond to perspectives in the debate
- an evaluation of these perspectives.

AREA OF STUDY 2: Knowledge, belief and science**Outcome 2**

Discuss concepts relating to the nature of knowledge, and analyse and evaluate viewpoints and arguments concerning the nature of knowledge occurring within and between the set texts, and in the context of relevant contemporary debates.

Examples of learning activities

examine definitions of key terms such as knowledge, belief, opinion, certainty and truth by discussing examples of, and differences and similarities between, these terms

produce a visual representation, e.g. a table, chart or concept map, which illustrates how the meaning of a key term, such as knowledge, varies across the set texts

explore the difference between inductive and deductive reasoning by examining examples of each and discuss their relative merits as a class


invite a member of the school's science faculty to explain scientific method, and the different applications of scientific method, and discuss the merits of this approach in terms of providing us with knowledge

construct summaries for each of the set texts which identify key arguments, and the premises and conclusions of these arguments, defines terms relating to the nature of knowledge and outlines any criticisms of the viewpoints and arguments

in small groups and with one member acting as an interviewer, take turns explaining the viewpoints and arguments expressed in the set texts; discuss the similarities and differences between these viewpoints and arguments

attach a selection of summaries of the viewpoints and arguments expressed in the set texts to a large piece of paper and critically compare these viewpoints and arguments by providing annotations which assess the plausibility of premises, the relationship between premises and conclusions and any objections that can be raised in response to the viewpoints and arguments

write an essay that critically compares arguments expressed in a selection of the set texts to each other

 develop a PowerPoint presentation which outlines how, and why, ideas regarding the relationship between knowledge and science have changed over time, and which situates the viewpoints and arguments expressed in the set texts within the context of these changes

examine a selection of writings on a relevant contemporary debate, e.g. intelligent design or the status of alternative medicine, and discuss how the viewpoints and arguments expressed in these writings relate to questions associated with the nature of knowledge

complete a written analysis which employs the viewpoints and arguments expressed in the set texts to examine a relevant contemporary debate

in pairs or small groups, discuss the implications of adopting different views about the nature of knowledge for such issues as the authority of science, religious authority, approaches in education, and the status and value of alternative medicine or astrology, and share the results of this discussion with the class

Detailed example

AN ESSAY

Formulate a series of questions relating to the nature of knowledge which invite students to critically compare the arguments expressed in the set texts.

Before writing their essays students should:

- identify relevant arguments in the selected set texts, identify the premises and conclusions of these arguments and identify and define key terms relating to the nature of knowledge
- outline the relevant arguments on a separate piece of paper and make annotations which discuss the plausibility of the premises of each argument, the relationship between premises and conclusions, and any criticisms that can be raised in response to the arguments using examples and/or counterexamples

- critically compare the outlined arguments with each other and make further notes where necessary.

Students can then use this material as a basis for their response.

When composing their essays, students should include:

- a broad overview of how the arguments expressed in the selected set texts respond to the chosen question
- an outline of each of the relevant arguments, including, where necessary, definitions for key terms
- a critical comparison of the arguments
- a comparative evaluation of the arguments.

SCHOOL-ASSESSED COURSEWORK

In Units 3 and 4 teachers must select appropriate tasks from the assessment table provided for each unit. Advice on the assessment tasks and performance descriptors to assist teachers in designing and marking assessment tasks will be published by the Victorian Curriculum and Assessment Authority in an assessment handbook. The following is an example of a teacher's assessment program using a selection of the tasks from the Units 3 and 4 assessment tables.

Outcomes	Marks allocated	Assessment tasks
Unit 3		
Outcome 1 Analyse and evaluate the philosophical viewpoints and arguments in the set texts in relation to the good life.	40	A test composed of short and medium answer questions that requires analysis and evaluation of viewpoints and arguments expressed in a selection of the set texts in relation to the good life.
Outcome 2 Critically compare the viewpoints and arguments on the good life developed in the set texts.	30	An essay that critically compares the viewpoints and arguments on the good life in two of the set texts to each other.
Outcome 3 Critically compare the viewpoints and arguments on the nature of the good life in the set texts to other ways of thinking about how we should live, and evaluate their implications for contemporary debates.	30	An oral presentation that critically compares viewpoints and arguments on the nature of the good life as expressed in one or more of the set texts and in another tradition of thought, e.g. Buddhism, and evaluates their potential value in terms of living a good life in contemporary society.
Total marks for Unit 3	100	
Unit 4		
Outcome 1 Discuss the concepts relating to the nature of the mind, and analyse and evaluate viewpoints and arguments concerning the relationship between body and mind occurring within and between the set texts, and in the context of relevant contemporary debates.	50	A written dialogue that analyses and evaluates viewpoints and arguments concerning the relationship between mind and body in a selection of the set texts, and discusses the implications of these arguments for either animal rights or the possibility of artificial intelligence.
Outcome 2 Discuss concepts relating to the nature of knowledge, and analyse and evaluate viewpoints and arguments concerning the nature of knowledge occurring within and between the set texts, and in the context of relevant contemporary debates.	50	An essay that critically compares and evaluates viewpoints and arguments expressed in the set texts and in traditional science concerning the nature of knowledge.
Total marks for Unit 4	100	

SUITABLE RESOURCES

Courses must be developed within the framework of the study design: the areas of study, outcome statements, and key knowledge and skills.

Some of the print resources listed in this section may be out of print. They have been included because they may still be available from libraries, bookshops and private collections.

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the web, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to the courses they teach, and to check these addresses prior to allowing student access.

BOOKS

General

Most of the texts provided in this section contain general introductions and further suggested readings for most areas of study, and many of them are suitable for students.

Annas, J 2000, *Ancient Philosophy: A Very Short Introduction*, Oxford University Press, Oxford.

Baggini, J 2002, *Philosophy: Key Themes*, Palgrave MacMillan, New York.

Baggini, J 2005, *The Pig that Wants to be Eaten and 99 Other Thought Experiments*, Granta Books, London.

Blackburn, S 2001, *Think: A Compelling Introduction to Philosophy*, Oxford University Press, Oxford.

Bowie, G, Michaels, M & Solomon, R (eds) 2000, *Twenty Questions: An Introduction to Philosophy*, Harcourt Brace, Orlando, Florida.

Cahn, S (ed.) 2004, *Exploring Philosophy: An Introductory Anthology*, Oxford University Press, New York.

Clark, M 2002, *Paradoxes from A to Z*, Routledge, New York.

Cohen, M 2001, *101 Philosophy Problems*, Routledge, London. (2007, 3rd edn forthcoming.)

Craig, E (ed.) 2005, *The Shorter Routledge Encyclopedia of Philosophy*, Routledge, New York.

Creel, R 2001, *Thinking Philosophically: An Introduction to Critical Reflection and Rational Dialogue*, Blackwell Publishing, Malden Massachusetts.

deBotton, A 2001, *The Consolations of Philosophy*, Hamish Hamilton, London.

Droit, R (Romer, S. trans) 2003, *101 Experiments in the Philosophy of Everyday Life*, Faber & Faber, London.

Feinberg, J 1989, *Reason and Responsibility*, 7th edn, Wadsworth Publishing Company.

Fricker, M & Hornsby, J (eds) 2000, *The Cambridge Companion to Feminism in Philosophy*, Cambridge University Press, Cambridge.

Gardner, J (Moller, P. trans) 1994, *Sophie's World*, Phoenix, London.

Gaita, R 2002, *The Philosopher's Dog*, Text Publishing, Melbourne.

Gould, J (ed.) 1992, *Classic Philosophical Questions*, 7th edn, Macmillan, New York.

Greetham, B 2006, *Philosophy*, Palgrave Macmillan, Hampshire, New York.

Grimshaw, J 1986, *Feminist Philosophers*, Wheatsheaf Books.

Hallman, M 2007, *Traversing Philosophical Boundaries*, Wadsworth Publishing.

Harrison-Barbet, A 2001, *Mastering Philosophy*, 2nd edn, Palgrave, New York.

Hollis, M 1997, *Invitation to Philosophy*, Blackwell Publishing, Oxford.

Honderich, T (ed.) 2005, *The Oxford Companion to Philosophy*, Oxford University Press, Oxford.

Horner, C & Westacott, E 2000, *Thinking Through Philosophy*, Cambridge University Press, Cambridge.

Hospers, J 1997, *An Introduction to Philosophical Analysis*, 4th edn, Routledge, London.

Jagger, A & Young, I (eds) 1999, *A Companion to Feminist Philosophy*, Blackwell Publishing, Malden, Massachusetts.

Kenny, A 1998, *A Brief History of Western Philosophy*, Blackwell Publishing, Malden, Massachusetts.

Kenny, A 2006, *Ancient Philosophy*, Oxford University Press, Oxford.

Law, S 2003, *The Philosophy Gym*, Headline Book Publishing, London.

Leiber, J 1993, *Paradoxes*, Duckworth, London.

Lloyd, G 1993, *The Man of Reason: 'Male' and 'Female' in Western Philosophy*, Routledge, London.

Magee, B 2001, *The Story of Philosophy*, DK Publishing, New York.

Nagel, T 1988, *What Does it All Mean?* Oxford University Press, Oxford.

Nuttall, J 2002, *An Introduction to Philosophy*, Polity Press, Cambridge.

- Phelan, J 2005, *Philosophy: Themes and Thinkers*, Cambridge University Press, Cambridge.
- Popkin, R & Stroll, A 1993, *Philosophy Made Simple*, 2nd edn, Broadway Books, New York.
- Rader, M & Gill, J 1990, *The Enduring Questions: Main Problems of Philosophy*, 5th edn, Holt, Rinehart & Winston.
- Roochnik, D 2004, *Retrieving the Ancients: An Introduction to Greek Philosophy*, Blackwell Publishing, Malden, Massachusetts.
- Roberts, F 2003, *The Philosophy Workbook*, Edinburgh University Press, Edinburgh.
- Russell, B 2004, *A History of Western Philosophy*, Routledge, London.
- Sainsbury, RM 1995, *Paradoxes*, Cambridge University Press, Cambridge.
- Solomon, R 2002, *The Big Questions: A Short Introduction to Philosophy*, 6th edn, Thomas Wadsworth, Belmont, California.
- Tarnas, R 1995, *The Passion of the Western Mind: Understanding the Ideas that Have Shaped Our World View*, Ballantine Books, New York.
- Warburton, N 2004, *Philosophy: The Basics*, Routledge, London.
- Warburton, N 2006, *Philosophy: The Classics*, 3rd edn, Routledge, New York.
- Metaphysics and Epistemology**
- Antony, L & Witt, C (eds) 2002, *A Mind of One's Own*, 2nd edn, Westview Press, Boulder, Colorado.
- Aristotle (Lawson-Tancred, H trans.) 1998, *The Metaphysics*, Penguin, London.
- Armstrong, D 1981, *The Nature of Mind and Other Essays*, University of Queensland Press, St. Lucia.
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- Beakley, B & Ludlow, P 2006, *The Philosophy of Mind*, 2nd edn, MIT Press, Cambridge, Massachusetts.
- Berkley, G 2003, *A Treatise Concerning the Principles of Human Knowledge*, Dover Publications, New York.
- Blackmore, S 2003, *Conversations on Consciousness*, Oxford University Press, Oxford.
- Brook, A & Stainton, R 2000, *Knowledge and Mind: A Philosophical Introduction*, MIT Press, Cambridge, Massachusetts.
- Callender, C & Edney, R 2004, *Introducing Time*, Icon Books, Cambridge.
- Chalmers, A 1999, *What is this Thing Called Science?* 3rd edn, University of Queensland Press, St. Lucia.
- Cottingham, J 1997, *Descartes*, Phoenix, London.
- Dancy, J & Sosa, E (eds) 1993, *A Companion to Epistemology*, Blackwell Publishing, Malden, Massachusetts.
- Descartes, R 1973, *Discourse on Method & The Meditations*, Penguin Books, London.
- Fine, G 2003, *Plato on Knowledge and Forms*, Oxford University Press, Oxford.
- Gardner, S 1999, *Routledge Philosophy Guidebook to Kant and the Critique of Pure Reason*, Routledge, London.
- Giere, R 1991, *Understanding Scientific Reasoning*, 3rd edn, Holt, Rinehart & Winston, Fort Worth.
- Guttenplan, S (ed.) 1995, *A Companion to the Philosophy of Mind*, Blackwell Publishing, Malden, Massachusetts.
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- Huemer, M (ed.) 2002, *Epistemology: Contemporary Readings*, Routledge, London.
- Kane, R (ed.) 2001, *Free Will*, Blackwell Publishing, Malden, Massachusetts.
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- Kuhn, T 1962, *The Structure of the Scientific Revolutions*, 2nd edn, University of Chicago Press, Chicago.
- Landesman, C 1996, *An Introduction to Epistemology*, Blackwell Publishing, Malden, Massachusetts.
- Landesman, C & Meeks, R (eds) 2002, *Philosophical Skepticism: From Plato to Rorty*, Blackwell Publishing, Malden, Massachusetts.
- Le Poidevin, R 2003, *Travels in Four Dimensions: The Enigmas of Space and Time*, Oxford University Press, Oxford.
- Locke, J, Berkley, G & Hume, D 1960, *The Empiricists: Locke: Concerning Human Understanding, Berkley: Principles of Human Knowledge and Three Dialogues and Hume: Enquiry Concerning Human Understanding and Concerning Natural Religion*, Random House.
- Matthews, E 2005, *Key Concepts in Philosophy: Mind*, Continuum, New York.
- Matthews, M 1989, *The Scientific Background to Modern Philosophy*, Hackett, Indianapolis.
- Morton, A 2002, *A Guide Through the Theory of Knowledge*, 3rd edn, Blackwell Publishing, Malden, Massachusetts.
- Morton, A 2003, *Philosophy in Practice: An Introduction to the Main Questions*, 2nd edn, Blackwell Publishing, Malden, Massachusetts.
- Plato (Ferrari, G.R.F ed. & Griffith, T trans) 2000, *The Republic*, Cambridge University Press, Cambridge.
- Popper, K 1963, *Conjectures and Refutations*, Routledge, London.
- Proudfoot, M (ed.) 2003, *The Philosophy of Body*, Blackwell Publishing, Malden, Massachusetts.
- Russell, B 2001, *The Problems of Philosophy*, Oxford University Press, Oxford.
- Schoedinger, A (ed.) 1991, *Introduction to Metaphysics*, Prometheus Books, Buffalo, New York.
- Searle, J 2005, *Mind: A Brief Introduction*, Oxford University Press, Oxford.
- Turetzky, P (ed.) 1998, *Time*, Routledge, London.

Ethics

Aristotle (Thomson, J.A.K trans.) 1976, *The Nicomachean Ethics*, Penguin, London.

Card, C (ed.) 2003, *Cambridge Companion to Simone deBeauvoir*, Cambridge University Press, Cambridge.

Cooper, D (ed.) 1997, *Ethics: The Classic Readings*, Blackwell Publishing, Malden, Massachusetts.

Furrow, D 2005, *Key Concepts in Philosophy: Ethics*, Continuum, New York.

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Singer, P (ed.) 1994, *Ethics*, Oxford University Press, Oxford.

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Applied ethics

Almond, B & Hill, D (eds) 1991, *Applied Philosophy: Morals and Metaphysics in Contemporary Debate*, Routledge, London.

Armstrong, S & Botzler, R (eds) 2003, *The Animal Ethics Reader*, Routledge, New York.

Baumann, P & Betzler, M (ed.) 2004, *Practical Conflicts: New Philosophical Essays*, Cambridge University Press, Cambridge.

Blosser, P & Bradley, M 1997 (eds), *Friendship: Philosophic Reflections on a Perennial Concern*, 2nd edn, University Press of America, Landham, Maryland.

Cohen, A & Heath-Wellen, C (eds) 2004, *Contemporary Debates in Applied Ethics*, Blackwell Publishing, Malden, Massachusetts.

DeGrazia, D 2002, *Animal Rights: A Very Short Introduction*, Oxford University Press, New York.

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Argument and reasoning

Baggini, J & Fosl, P 2002, *The Philosopher's Toolkit*, Blackwell Publishing, Malden, Massachusetts.

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Butterworth, J & Thwaites, G 2005, *Thinking Skills*, Cambridge University Press, Cambridge.

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Other topics in philosophy

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Aquinas, T (Passau, P trans.) 2002, *The Treatise on Human Nature*, Hackett Publishing Company, Indianapolis.

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Wong, D & Kwong-Loi, S 2004, *Confucian Ethics: A Comparative Study of Self, Autonomy and Community*, Cambridge University Press, Cambridge.

JOURNALS

Critical and Creative Thinking: The Australasian Journal of Philosophy for Children, The Federation of Australasian Philosophy in Schools Association (FAPSA), AUS.

Philosophy Now, Anja Publications, UK.

Think, The Royal Institute for Philosophy, UK.

Thinking: The Journal of Philosophy for Children, Institute for the Advancement of Philosophy for Children, US.

AUDIOVISUAL

Art films has a database of over 4000 films from around the world, sorted into categories such as Philosophy/Religion at www.artfilms.com.au

Bladerunner (motion picture – artificial intelligence) 1982, Warner Bros.

Dark City (motion picture – perception/reality) Village Roadshow.

I, Robot (motion picture – artificial intelligence) 2004, Twentieth Century Fox.

Matrix Trilogy (motion picture trilogy – nature of reality/knowledge & belief/freewill) Village Roadshow.

Philosophy: A Guide to Happiness (video documentary series) ABC Video.

The Examined Life (video documentary series – 26 episodes), Educational Media Australia, South Melbourne.

The Truman Show (motion picture – knowledge & belief) 1998, Paramount Pictures.

Waking Life (animated feature) 2001, Fox Searchlight.

WEBSITES

The Stanford Encyclopedia of Philosophy
<http://plato.stanford.edu>

The Internet Encyclopedia of Philosophy
www.utm.edu/research/iep

Episteme Links: a resource site providing links to a variety of philosophers and philosophy topics
www.epistemelinks.com

TPM Online: online version of the Philosopher's Magazine. Includes interactive activities, archived news stories of potential interest to philosophy and a philosophy 'café'.
www.philosophers.co.uk

Peter King Philosophy Around the Web: portal to a variety of philosophy sites
http://users.ox.ac.uk/~worc0337/phil_index.html

The Window: Philosophy on the Internet: a comprehensive site on philosophers and philosophy managed by Trinity College, Dublin. Includes philosophy timeline and interactive activities
www.trincoll.edu/depts/phil/philo/index.html

Institute for the Advancement of Philosophy for Children
www.montclair.edu/page/cehs/academic/iapc

The International Council of Philosophical Inquiry with Children
www.icpic.org

SOFTWARE/CD-ROMs

Rationale 2006, Microsoft, Austhink software, Carlton
Available from: www.austhink.com.au

ORGANISATIONS

Victorian Association for Philosophy in Schools (VAPS)
PO Box 287
Northcote Vic 3070
Tel: (03) 9410 9469
Website: www.vaps.vic.edu.au

Professional development/student programs

Heide Museum of Modern Art
(runs both student and professional development programs)
Contact: Education Officer
7 Templestowe Road
Bulleen Vic 3105
Tel: (03) 8850 5929
Website: www.heide.com.au

Latrobe University
(runs VCE Philosophy Support Program – four-day intensive workshop program for teachers)
Contact: Philosophy Department
Bundoora Campus
Latrobe University Vic 3086
Tel: (03) 9479 1673
Fax: (03) 9479 3639
Website: www.latrobe.edu.au

Melbourne Museum
(self-guided philosophy trails and professional development programs)
Contact: Programs Coordinator
GPO Box 666
Melbourne Vic 3001
Tel: 13 11 02
Website: www.melbourne.museum.vic.gov.au

Melbourne Zoo
Contact: Melbourne Zoo Discovery and Learning
PO Box 74
Parkville Vic 3052
Tel: (03) 9285 9355
Fax: (03) 9285 9340
Email: mzes@zoo.org.au
Website: www.zoo.org.au/education

National Gallery of Victoria (NGV)
Contact: Education Officer
PO Box 7259
St. Kilda Road
Melbourne Vic 8004
Tel: (03) 8620 2340
Website: www.ngv.vic.gov.au/education

University of Melbourne
(runs summer intensives in subjects corresponding to Units 3 & 4)
Contact: Philosophy Department
University of Melbourne Vic 3010
Tel: (03) 8344 5142
Fax: (03) 8344 4280
Website: www.unimelb.edu.au

Victorian Association for Philosophy in Schools (VAPS)
(runs several student and professional development programs including VCE Philosophy revision days, teacher training in Philosophy for Children and organisation of Philosophy network meetings)
Contact: see details above