



SAMPLE COURSE OUTLINE

PHILOSOPHY AND ETHICS
ATAR YEAR 11

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Sample course outline

Philosophy and Ethics – ATAR Year 11

Unit 1 and Unit 2

Semester 1 – Reason and persons

Week	Key teaching points
1–3	<p>Content</p> <ul style="list-style-type: none"> recognising and evaluating an argument written in natural language in terms of its premises, inferences and conclusions recognising statements in a variety of texts as either argumentative, descriptive, narrative or explanatory the distinction between empirical evidence and rational proof inductive and deductive arguments understanding modus ponens and modus tollens distinction between perception, rational reflection and various sources of imagination types of inquiry: dialectic the relationship between reason and imagination observation and thought experiment <p>Task 1: Critical reasoning</p> <p>Key teaching points Critical reasoning and methods of inquiry Premises, inferences and conclusions Argument and analysis Inductive and deductive arguments Modus ponens and modus tollens Empirical evidence and rational proof Types of inquiry: dialectic Observation and thought experiments The community of inquiry (See rationale page 1 of the syllabus)</p>
4–6	<p>Content</p> <ul style="list-style-type: none"> different ideas of human nature concepts of action, intention, will, motives and reasons science as a way of classifying the world and constructing our understanding of what is real in human nature the idea of free will the concepts of change and causation conceptual difficulties with free will, determinism and agency (human action) <p>Task 2: Philosophical analysis and evaluation (article/extract)</p> <p>Key teaching points Freedom, authenticity and autonomy Empiricism/Rationalism – Locke and Descartes Causality and change Hume – Problem of induction Causation and determinism – Hobbes, Compatibilism Thought experiments on human agency, determinism and free will</p>

Week	Key teaching points
7–9	<p>Content</p> <ul style="list-style-type: none"> the concepts of mind, body and personhood the ideas of personal identity, gender, race, class and ethnicity the concept of being ‘an individual’ the relationship between individuals and societies <p>Task 3: Construction of argument</p> <p>Key teaching points Dualism and materialism Descartes and Hobbes Thought experiments on the mind/body dichotomy Locke and Hume on identity</p>
10–12	<p>Content</p> <ul style="list-style-type: none"> the social element in individual identity the ideas of justice, fairness and power relations, including race, gender and class the distinction between contractual and non-contractual relationships <p>Key teaching points Individuality and justice Plato and justice Aristotle and justice Agreement, mediation and cooperation Friendship Contractual and non-contractual relationships</p>
13–15	<p>Content</p> <ul style="list-style-type: none"> the concept of care the role of principled decisions in ethics, including the Golden Rule, the greatest happiness principle, and the categorical imperative the nature of virtues and vices and their relationship to the development of character and ethical action <p>Task 4: Philosophical analysis and evaluation (community of inquiry dialogue)</p> <p>Key teaching points Virtue ethics Care ethics – Milton Mayeroff, Carol Gilligan Deontological and Consequentialist approaches to ethical decisions Golden Rule Utilitarianism Kant on Ethics The community of inquiry</p>
16	<p>Task 5: Semester 1 examination</p>

Semester 2 – Reason and culture

Week	Key teaching points
1–2	<p>Content</p> <ul style="list-style-type: none"> distinguishing between strong and weak arguments, written in natural language, in terms of inferential strength and the concept of cogency identifying the formal fallacies of denying the antecedent and affirming the consequent the role of metaphor and analogy in inquiry identifying some of the major informal fallacies, including the genetic fallacy, ad hominem arguments, hasty generalisation, argument from irrelevant authority, argument from ignorance and equivocation <p>Task 6: Critical reasoning</p> <p>Key teaching points Strong and weak arguments (cogency) Formal fallacies Informal fallacies Metaphor and analogy</p>
3–5	<p>Content</p> <ul style="list-style-type: none"> the concept of culture, including shared values and social values the concept of self-expression and its relation to culture use of symbols, signs and signification (semiosis) to understand the world use of symbols and concepts to understand the way things are <p>Key teaching points The anthropological concept of culture The artistic concept of culture Symbols and semiotics – signs, signification and representation Wittgenstein and language games – meaning as use, family resemblances, rule following and conventions, culture/custom</p>
6–7	<p>Content</p> <ul style="list-style-type: none"> the concept of interpretation criteria for good interpretations, including coherence, consistency, comprehensiveness and consilience types of inquiry: hermeneutics imagination as a necessary element in interpretation the use of observation, hypotheses and theories in constructing explanations the question of objectivity and subjectivity disputes about realism and the limits of interpretation, including modernism and postmodernism <p>Task 7: Philosophical analysis and evaluation (article/extract)</p> <p>Key teaching points The concept of good interpretation The relationship between text and context Interpretation and imagination Constructing explanations from hypothesis, observations and theory Realism and Antirealism – Correspondence, Coherence and Pragmatic theories of truth</p>

Week	Key teaching points
8–9	<p>Content</p> <ul style="list-style-type: none"> • how works of art and literature help the understanding of human nature and identity • the process of interpreting works of art and literature • ideas of truth, representation and reality, and their interrelationship • aesthetic concepts, including beauty, taste and judgement • perception and aesthetic appreciation <p>Task 8: Construction of argument</p> <p>Key teaching points Aesthetics and the concept of beauty Participating in beauty Beauty and taste – Kant Interpreting paintings, literature and/or sculpture Indigenous beauty and truth</p>
10–13	<p>Content</p> <ul style="list-style-type: none"> • the concept of rights • freedom of expression and its limits • privacy and its limits • government interference and surveillance <p>Task 9: Philosophical analysis and evaluation (community of inquiry dialogue)</p> <p>Key teaching points The natural pursuit of rights – Locke Natural rights and social rights/civil liberties Limitations on natural rights by the community e.g. speech Censorship and creative expression CCTV in public spaces as security or invasion of privacy?</p>
14–15	<p>Content</p> <ul style="list-style-type: none"> • interrelationships between personhood, emotion and reason • the I-thou relationship as a fundamental element of ethics • the concept of friendship <p>Key teaching points Types of Friendship - Aristotle and Eudemonia (Human Flourishing/Good Spirit) Ethical Theories (Consequentialism, Deontological and Virtue Ethics – Unit 1) and the natural pursuit of eudemonia within cultures I-thou or self/other relationships in virtue ethics</p>
16	<p>Task 10: Semester 2 examination</p>