



## SAMPLE COURSE OUTLINE

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### PHILOSOPHY AND ETHICS GENERAL YEAR 11

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## Sample course outline

### Philosophy and Ethics – General Year 11

#### Semester 1 – Unit 1 – Reason and actions

Week	Key teaching points
1–3	<p><b>Unit content</b></p> <ul style="list-style-type: none"> <li>recognising and being able to ask both closed (fact-based) and open (debatable) questions</li> <li>recognition of facts and giving reasons for opinions written in natural language</li> <li>the use of experience and other kinds of evidence to understand problems</li> <li>devising possible ways of solving problems using imagination and interpretation</li> <li>'lateral' thinking as an act of imagination</li> <li>distinction between subjective judgement and objective information, and how science uses these concepts</li> <li>formulating simple hypotheses and using practical observations to obtain evidence for or against these hypotheses</li> </ul> <p><b>Assessment Task 1: Critical reasoning</b></p> <p><b>Key teaching points</b></p> <p>The difference between open and closed questions  Using questioning as a means of philosophical inquiry  The difference between fact, reason, assertion and opinion  Detecting reasons  How do we know something is a reason?  Imagination as a rational power  Thinking laterally about concepts  Evaluating lateral thinking  Observation and hypothesis (if, then)</p>
4–5	<p><b>Unit content</b></p> <ul style="list-style-type: none"> <li>understanding the idea of goodness in inquiry</li> <li>the distinction between invention and discovery</li> <li>types of inquiry: dialogue</li> <li>different ways of thinking about ultimate reality</li> </ul> <p><b>Key teaching points</b></p> <p>The concept of good in philosophy  The conditions of good  Necessary conditions and sufficient conditions for things/concepts  The philosophical or Socratic method of inquiry  Types of inquiry – dialogue  The concept of ultimate reality in philosophy or the question of what is real e.g. what is the ultimate reality or the real nature of 'good'?  Practising the community of inquiry process using the following topic:  <i>The distinction between something that is invented and something that is discovered</i>  e.g. How do you know it? When can you see it? What is it? Focus on whether goodness is invented or discovered by humans</p>
6–9	<p><b>Unit content</b></p> <ul style="list-style-type: none"> <li>general characteristics that help to define being a person, such as consciousness, reason, language, social membership, emotions, intentional actions, creativity, embodiment, accountability, responsibility, and authenticity</li> <li>rights of individuals</li> <li>understanding what an obligation is and recognising that some obligations are mutual</li> <li>the concepts of safety, duty, harm and benefit</li> <li>the recognition of moral virtues</li> </ul>

Week	Key teaching points
	<p><b>Assessment Task 2: Philosophical analysis and evaluation</b></p> <p><b>Key teaching points</b>  Human action, the pursuit of pleasure and the avoidance of pain  Identifying pleasure, pain and appropriate action e.g. how do we know if a pleasure/pain is good or bad and how do we act accordingly?  Desire, need, reason and the idea of intentional action e.g. something you will willingly  Desire, need and the concept of good  The concept of rights and the concept of 'person' e.g. individuals pursue natural rights and persons have social/civil/legal rights  Person, reason and action – virtues, consequences and duties e.g. Aristotle's concept of practical wisdom</p>
10–11	<p><b>Unit content</b></p> <ul style="list-style-type: none"> <li>• the nature of laws</li> <li>• the basis for rights</li> <li>• the concept of fairness and its relation to rights</li> <li>• the concepts of legal and moral rights</li> <li>• moral and legal duties to others</li> <li>• the distinction between laws and rules</li> </ul> <p><b>Assessment Task 3: Construction of argument</b></p> <p><b>Key teaching points</b>  Moral reasoning and moral action  Natural rights versus social/civil rights  The idea of fairness as a natural right that humans pursue  The concept of fairness at the heart of social/civil rights  The decision making process in human social relations e.g. mediation, arbitration, negotiation  The distinction between a moral duty and a legal duty  Practising the community of inquiry:  Rights, obligations and happiness – <i>Leavers and the Law</i> by the WA Government  Rights and obligations between persons in school as a microcosm of civil society</p>
12–15	<p><b>Unit content</b></p> <ul style="list-style-type: none"> <li>• the concepts of work, leisure and play</li> <li>• the value of work to individuals, families and more broadly, what counts as good work</li> <li>• relationship between work and community life</li> <li>• various kinds of paid and unpaid work</li> <li>• voluntary community work</li> </ul> <p><b>Key teaching points</b>  Aristotle's <i>Politics</i> [see Bk. I, Chapters 1–4 and Chapter 13 (<i>Households make states; household management; property; virtues</i>).]  Aristotle's <i>Nicomachean Ethics</i> [see Bk. X, Chapter 7, 1177a11–1177a18 to Bk. X, Chapter 8, 1178b33–1179a33 (<i>Relationship between work, leisure and human happiness</i>).]</p>
16	<p><b>Assessment Task 4: Test</b></p>

## Semester 2 – Unit 2 – Reason and happiness

Week	Key teaching points
1–2	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• types of inquiry: elenchus</li> <li>• the use of imagination to develop different types of questions</li> <li>• the use of examples and counter-examples in arguing for or against a proposition</li> <li>• the use of imaginative analogies in developing arguments</li> <li>• understanding what it means to make an inference that is written in natural language</li> <li>• recognising the role of assumptions and intuitions in reasoning</li> <li>• propositions, examples and counter-examples</li> </ul> <p><b>Assessment Task 5: Critical reasoning</b></p> <p><b>Key teaching points</b>  Socrates  Types of inquiry: elenchus  Elenchus in practice  Imagination and analogy  The difference between argument and non-argument  Types of inferences  Propositions and counter-arguments</p>
3–4	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• connections between science and technology</li> <li>• diagnosing, from practical observation, a range of problems and generating and testing hypotheses to resolve these</li> <li>• the idea of material/scientific progress and its relation to human happiness</li> <li>• criteria for evaluating new technologies</li> </ul> <p><b>Key teaching points</b>  The Scientific Method and induction  Testing hypotheses against practical observation  Falsifiability  Realism and anti-realism  <i>The Matrix</i> as a film study  Brain in a vat</p>
5–7	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• the concept of friendship</li> <li>• the value and importance of friendship</li> <li>• the relationship between peer pressure, moral virtues and friendship</li> <li>• roles of family and friendship in wellbeing</li> <li>• the relationship between peer pressure, moral virtues and friendship</li> <li>• the concept of friendship</li> <li>• the distinction between material wellbeing and psychological wellbeing</li> </ul> <p><b>Assessment Task 6: Philosophical analysis and evaluation</b></p> <p><b>Key teaching points</b>  Plato and Aristotle  Friendship and the moral concept  An ethical code for friendship  Deontology and friendship  Consequentialism and friendship  Epicurus and friendship (see Alain De Botton –<i>Guide to Happiness</i>)  Friendship and happiness</p>

Week	Key teaching points
8–10	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• the concept of a game</li> <li>• social roles of umpires, judges, law-makers and citizens</li> <li>• the concept of fairness in games, and the role of umpires and other arbitrators in games</li> <li>• the concept of fairness in a broader social context</li> <li>• the concept of rights</li> <li>• various sources of rights</li> <li>• the concept of leadership</li> <li>• various forms of leadership</li> </ul> <p><b>Key teaching points</b></p> <p>Wellbeing and conflict of interest  Fair play and games  Self-interest and community interest  The concept of rights  The difference between natural rights and legal rights  Aristotle and Natural Law Theory  Social Contract Theory</p>
11–13	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• concepts of pleasure, happiness and wellbeing as examples of conceptual clarification</li> <li>• the idea of personal autonomy</li> <li>• the idea of authenticity</li> </ul> <p><b>Assessment Task 7: Construction of an argument</b></p> <p><b>Key teaching points</b></p> <p>The pursuit of happiness as a natural right  Film study – <i>The Pursuit of Happiness</i>  Different cultural concepts of happiness – US Declaration of Independence  Case study – Aristotle and Eudemonia  Virtue ethics</p>
14–15	<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• the ideas of pleasure, happiness, fulfilment and wellbeing</li> <li>• different ideas of what is a good life and how to achieve it</li> <li>• concepts of pleasure, happiness and wellbeing as examples of conceptual clarification</li> </ul> <p><b>Key teaching points</b></p> <p>The concepts of pleasure and fulfilment  Pleasure and the brain  Higher and lower pleasures – Mill  The pleasure principle – Bentham  Utilitarianism in practice – Singer</p>
16	<p><b>Assessment Task 8: Test</b></p>