



## SAMPLE ASSESSMENT TASKS

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PHILOSOPHY AND ETHICS  
GENERAL YEAR 11

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2. List the **three (3)** elements needed to form an hypothesis. (3 marks)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

3. Circle the inference indicator in each of the four statements below. (4 marks)

- a) The weather is warm so we should go to the beach.
- b) Peter is certain to be dux because he is the top student in each course.
- c) Eddie is a rock-god. This is shown by his versatility with the ukulele and his killer voice.
- d) You will do well in this test for you studied.

4. For each of the four statements below, identify whether the inference indicator indicates a reason or a conclusion. (4 marks)

- a) Your recent antics at school on YouTube must be punished. Therefore you are suspended.

reason  conclusion

- b) Because the inter-school swim squad is small, we will not beat the larger schools this Wednesday.

reason  conclusion

- c) My support for Eddie is based on his ability to rock the house.

reason  conclusion

- d) You continually play Xbox which is why you perform poorly at school.

reason  conclusion



## Marking key for sample assessment task 1 – Unit 1

1. Explain the difference between a fact and a claim. Use examples to support your answer.

Description	Marks
Defines the concept of a fact	1
Defines the concept of a claim	1
Uses an example to illustrate what a fact is	1
Uses an example to illustrate what a claim is	1
<b>Subtotal</b>	<b>4</b>
Constructs a detailed explanation of the differences between a fact and a claim	3
Provides a satisfactory statement of the difference between a fact and a claim	2
Provides a limited statement of the difference between a fact and a claim	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>7</b>

2. List the **three (3)** elements needed to form an hypothesis.

Description	Marks
Correctly identifies elements needed to form an hypothesis	1–3 (1 mark per element)
<b>Answer:</b>	
<ul style="list-style-type: none"> <li>• Claim</li> <li>• Fact</li> <li>• Evidence</li> </ul>	

3. Circle the inference indicator in each of the four statements below.
- The weather is warm so we should go to the beach.
  - Peter is certain to be dux because he is the top student in each course.
  - Eddie is a rock-god. This is shown by his versatility with the ukulele and his killer voice.
  - You will do well in this test for you studied.

Description	Marks
Correctly selects the inference indicator in each statement	1–4 (1 mark per statement)
<b>Answer:</b>	
<p>a) The weather is warm <u>so</u> we should go to the beach.</p> <p>b) Peter is certain to be dux <u>because</u> he is the top student in each course.</p> <p>c) Eddie is a rock-god. <u>This is shown by his</u> versatility with the ukulele and his killer voice.</p> <p>d) You will do well in this test <u>for</u> you studied.</p>	

4. For each of the four statements below, identify whether the inference indicator indicates a reason or a conclusion.
- Your recent antics at school on YouTube must be punished. Therefore you are suspended.
  - Because the inter-school swim squad is small, we will not beat the larger schools this Wednesday.
  - My support for Eddie is based on his ability to rock the house.
  - You continually play Xbox which is why you perform poorly at school.

Description	Marks
Correctly identifies whether the inference indicator in each statement indicates a reason or a conclusion	1–4 (1 mark per statement)
<b>Answer:</b>	
a) conclusion	
b) reason	
c) reason	
d) conclusion	

5. Define the concepts of inductive and deductive reasoning and explain the difference between these concepts. Use examples to illustrate the difference.

Description	Marks
Defines the concept of inductive reasoning	1
Defines the concept of deductive reasoning	1
Uses an example to illustrate inductive reasoning	1
Uses an example to illustrate deductive reasoning	1
<b>Subtotal</b>	<b>4</b>
Constructs a detailed explanation of the differences between inductive and deductive reasoning	3
Provides a satisfactory statement of the difference between inductive and deductive reasoning	2
Provides a limited statement of the difference between inductive and deductive reasoning	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>7</b>

## Sample assessment task

### Philosophy and Ethics – General Year 11

#### Task 6 – Unit 2

**Assessment type:** Philosophical analysis and evaluation

**Conditions**

Time for the task: 40 minutes in class under standard test conditions

**Task weighting**

15% of the school mark for this pair of units

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This assessment is based on the blog ‘Can Money buy Happiness?’ by Anne-Marie Middlemast located at:

[http://blogs.abc.net.au/nt/2014/02/mind-matters-can-money-buy-happiness.html?site=katherine&program=darwin\\_afternoons](http://blogs.abc.net.au/nt/2014/02/mind-matters-can-money-buy-happiness.html?site=katherine&program=darwin_afternoons)

Clarify, analyse and evaluate the argument presented in the blog.

You will need to:

- summarise the argument i.e. identify the topic and the conclusion/s (2 marks)
- clarify the core concepts (3 marks)
- clarify the main arguments (this may include identifying both explicit and implicit premises, clarifying argument structure, identifying inferential moves, identifying inferences) (5 marks)
- analyse and evaluate:
  - the acceptability of the major premise/s (4 marks)
  - the strength of the inferential moves (4 marks)
- assess the overall cogency of the argument (2 marks)

**Total = 20 marks**



## Marking key for sample assessment task 6 – Unit 2

Description	Marks
<b>Summary</b>	
Identifies the topic	1
Identifies the conclusion/s	1
<b>Subtotal</b>	<b>2</b>
<b>Clarification</b>	
<b>Concepts</b>	
Clarifies core concepts (such as happiness, political beliefs)	1–3
<b>Subtotal</b>	<b>3</b>
<b>Arguments</b>	
Clarifies the main arguments (this may include identification of both explicit and implicit premises, clarification of argument structure, identification of inferential moves)	3–5
Identifies some inferences	1–2
<b>Subtotal</b>	<b>5</b>
<b>Analysis and evaluation</b>	
<b>Premises</b>	
Analyses and evaluates the acceptability of the major premise/s	2–4
Makes assertions about the acceptability of the major premise/s	1
<b>Subtotal</b>	<b>4</b>
<b>Inferences</b>	
Analyses and evaluates the strength of inferential moves	2–4
Makes assertions about the strength of inferential moves	1
<b>Subtotal</b>	<b>4</b>
<b>Cogency</b>	
Assesses the overall cogency of the argument	1–2
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>20</b>
<b>Argument structure is:</b>	
<p><b>Premise 1</b> – A study was done of people who won over \$370,000 in UK lotteries</p> <p><b>Premise 2</b> – The study indicated that the more money you have, the more you think you should be able to hold onto it</p> <p><b>Premise 3</b> – The study also indicated that the less money you have, the more you think others should share it around</p> <p><b>Therefore</b></p> <p><b>Minor conclusion</b> – Winning the lottery changes you and particularly your political beliefs</p> <p><b>So</b></p> <p><b>Major conclusion</b> – Money can change your political beliefs but it doesn't make you happier</p>	

## Sample assessment task

### Philosophy and Ethics – General Year 11

#### Task 7 – Unit 2

**Assessment type:** Construction of argument

**Conditions**

Period allowed for completion of the task: 2 weeks (4 periods in class and homework)

Task and guidelines issued prior to assist student research

10 minute presentation in class

**Task weighting**

10% of the school mark for this pair of units

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Construct an argument to demonstrate the significance of a selected philosopher and their influence on people's thinking today.

Select a philosopher from the list below:

- Plato
- Confucius
- Aristotle
- Seneca
- Shankara
- Maimonides
- Averroes
- Epicurus
- Locke
- Nietzsche
- Montaigne
- Bentham
- Mill
- Kierkegaard
- Schopenhauer
- Singer

Investigate the selected philosopher's thought and their impact on people's thinking today. Address the following focus questions in your research notes:

- What is the history or life story of this philosopher?
- What original ideas did this philosopher establish?
- What is the standard form of one of the philosopher's arguments?
- What did this philosopher believe would make human beings happy?
- How does the philosopher's thinking affect people's thinking today?
- How influential is this philosopher and their philosophy?

**Part A: Note-taking**

Use an appropriate note-making framework to take notes. Your notes must:

- address the focus questions (4 marks)
- contain information from a range of sources (4 marks)
- include the source of the information following school protocols

Construct a bibliography following the school protocols (2 marks)

**Subtotal = 10 marks**

You are required to submit the research notes and the bibliography at the same time as you present your findings to the class.

**Part B: Class presentation**

Prepare a 10 minute presentation to the class addressing the focus questions and presenting your argument. Your presentation needs to:

- be organised, develop an argument, use clear language that is appropriate to philosophy (4 marks)
- demonstrate your knowledge and understanding of the philosophical issues, arguments and concepts presented (4 marks)
- include a poster or PowerPoint presentation which includes images and quotations from the philosopher which support the presentation (4 marks)

**Subtotal = 12 marks**

**Total = 22 marks**

## Marking key for sample assessment task 7 – Unit 2

### Part A: Research notes and bibliography

Description	Marks
<b>Research notes</b>	
Addresses the focus questions	3–4
Contains some links to the focus questions	1–2
<b>Subtotal</b>	<b>4</b>
Contains information drawn from a range of sources	3–4
Contains information drawn from a limited range of sources	1–2
<b>Subtotal</b>	<b>4</b>
<b>Bibliography</b>	
Follows correct format according to the school protocols	1–2
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>10</b>

### Part B: Class presentation

Description	Marks
<b>Expression</b>	
Presents the argument in a clear and organised way The development of the argument can be easily followed The use of language is clear and appropriate to philosophy	3–4
Presents some information but it is not always clear The argument is not developed and may be difficult to follow The use of language is not always appropriate to philosophy	1–2
<b>Subtotal</b>	<b>4</b>
<b>Knowledge and understanding</b>	
Demonstrates a sound knowledge of philosophical issues which is used to support the argument Philosophical arguments and concepts are mostly understood	3–4
Demonstrates some knowledge of philosophical issues Displays a basic understanding of the philosophical arguments and/or concepts	1–2
<b>Subtotal</b>	<b>4</b>
<b>Poster/PowerPoint</b>	
Presents information in a clear and organised way Uses appropriate images and quotations from the selected philosopher to support the presentation	3–4
Presents limited information Uses some images and/or quotations from the selected philosopher that may or may not support the presentation	1–2
<b>Subtotal</b>	<b>4</b>
<b>Total</b>	<b>12</b>

**Total = 22 marks**

## Sample assessment task

### Philosophy and Ethics – General Year 11

#### Task 8 – Unit 2

**Assessment type:** Test

**Conditions**

Time for the task: 60 minutes in class under standard test conditions  
Read each passage and answer each question in the space provided

**Task weighting**

15% of the school mark for this pair of units

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**Adapted from *Of the Principle of Utility* – Jeremy Bentham**

‘Nature has placed humans under the rule of two sovereign masters, *pain* and *pleasure*. Only they can point out what we ought to do, as well as to determine what we shall do. On the one hand the standard of right and wrong, on the other the chain of causes and effects, are fastened to them. They govern us in all we do, in all we say, in all we think.’

1. Explain why Bentham states that pain and pleasure is the standard for right and wrong.

(4 marks)

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2. Explain why Bentham states that pain and pleasure is the chain of cause and effect. (4 marks)

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**Adapted from *Of the Principle of Utility* – Jeremy Bentham**

The *principle of utility* recognises the importance of pain and pleasure. By the principle of utility we mean that which approves or disapproves of every action whatsoever, according to the tendency it appears to have to promote or to oppose happiness. I say of every action whatsoever, and therefore not only of every action of a private individual, but of every action of government.

3. Explain how the principle of utility works in the pursuit of happiness. Use an example to demonstrate what Bentham means. (6 marks)

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**Adapted from *The Value of Pleasure or Pain and, How to Measure It – Jeremy Bentham***

To any person or persons, the value of a pleasure or pain measured in any act will be greater or less according to the following circumstances:

- a) its intensity
- b) its duration
- c) its certainty or uncertainty
- d) its closeness or remoteness
- e) its chance of being followed by sensations of the same kind: that is, pleasures, if it be a pleasure: pains, if it be a pain
- f) its chance of being followed by sensations of the opposite kind: that is, pains, if it be a pleasure: pleasures, if it be a pain
- g) its extent: that is, the number of persons to whom it extends; or who are affected by it.

4. Use an example of a pain or a pleasure to explain what Bentham means by circumstances a) to c) in the 'value of pleasure or pain and, how to measure it'. (6 marks)

**Circumstance a)**

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**Circumstance b)**

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**Circumstance c)**

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5. Use an example of a pain or a pleasure to explain what Bentham means by the circumstance of 'its extent' in the 'value of pleasure and pain and, how to measure it'. (2 marks)

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Marking key for sample assessment task 8 — Unit 2

1. Explain why Bentham states that pain and pleasure is the standard for right and wrong.

Description	Marks
Explains concepts in appropriate detail using examples	3–4
Explains concepts in a sound way with a few simple examples	1–2

2. Explain why Bentham states that pain and pleasure is the chain of cause and effect.

Description	Marks
Explains concepts in appropriate detail using examples	3–4
Explains concepts in a sound way with a few simple examples	1–2

3. Explain how the principle of utility works in the pursuit of happiness. Use an example to demonstrate what Bentham means.

Description	Marks
<b>Philosophical explanation</b>	
Explains concepts in appropriate detail using examples	3
Explains concepts in a sound way with some simple examples	2
Explains concepts in a limited and/or incoherent way	1
<b>Subtotal</b>	<b>3</b>
<b>Philosophical understandings</b>	
Demonstrates a sound understanding of philosophical topics relevant to the question	3
Demonstrates some understanding of philosophical topics relevant to the question	2
Demonstrates limited understanding of philosophical topics relevant to the question	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>6</b>

4. Use an example of a pain or a pleasure to explain what Bentham means by circumstances a) to c) in the 'value of pleasure or pain and, how to measure it'.

Description	Marks
<b>Circumstance a)</b>	
Explains what Bentham means by circumstance a) in the 'value of pleasure and pain and, how to measure it' Uses an appropriate example of a pain or a pleasure to support the explanation	2
Describes what Bentham means by circumstance a) in the 'value of pleasure and pain and, how to measure it' in simple terms	1
<b>Subtotal</b>	<b>2</b>
<b>Circumstance b)</b>	
Explains what Bentham means by circumstance b) in the 'value of pleasure and pain and, how to measure it' Uses an appropriate example of a pain or a pleasure to support the explanation	2
Describes what Bentham means by circumstance b) in the 'value of pleasure and pain and, how to measure it' in simple terms	1
<b>Subtotal</b>	<b>2</b>
<b>Circumstance c)</b>	
Explains what Bentham means by circumstance c) in the 'value of pleasure and pain and, how to measure it' Uses an appropriate example of a pain or a pleasure to support the explanation	2
Describes what Bentham means by circumstance c) in the 'value of pleasure and pain and, how to measure it' in simple terms	1
<b>Subtotal</b>	<b>2</b>
<b>Total</b>	<b>6</b>

5. Use an example of a pain or a pleasure to explain what Bentham means by the circumstance of 'its extent' in the 'value of pleasure and pain and, how to measure it'.

Description	Marks
Explains what Bentham means by the circumstance of 'its extent' 'in the value of pleasure and pain and, how to measure it' Uses an appropriate example of a pleasure or a pain	2
Provides a limited description of what Bentham means by the circumstance of 'its extent' in the 'value of pleasure and pain and, how to measure it'	1

6. Is it possible to add up pleasure and pain in this way and decide that an act is right or wrong? Construct an argument to present your position on this philosophical topic.

Description	Marks
<b>Philosophical understandings</b>	
Demonstrates a sound understanding of philosophical topics relevant to the question	3
Demonstrates some understanding of philosophical topics relevant to the question	2
Demonstrates limited understanding of philosophical topics relevant to the question	1
<b>Subtotal</b>	<b>3</b>
<b>Philosophical argument</b>	
Constructs a relevant, cogent argument e.g. relies on plausible assumptions, demonstrates logical insight, effectively uses examples and counter-examples where appropriate	3
Constructs a relevant, moderately cogent argument e.g. may contain some errors in reasoning or fail to consider possible objections where appropriate	2
Constructs a relevant, weak argument e.g. may make controversial assumptions, beg the question, or commit several serious errors of reasoning	1
<b>Subtotal</b>	<b>3</b>
<b>Clarity and structure</b>	
Clearly written and well structured	3
Reasonably clearly written and structured Or Well developed in one area but not developed in the other area	2
Unclearly written with little or no structure	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>

7. Bentham argues that you can repeat this process for all the individuals in the community and so come to the greatest good for the greatest number. Do you agree? If so, why? If not, why not? Construct an argument to present your position on this philosophical topic.

Description	Marks
<b>Philosophical understandings</b>	
Demonstrates a sound understanding of philosophical topics relevant to the question	3
Demonstrates some understanding of philosophical topics relevant to the question	2
Demonstrates limited understanding of philosophical topics relevant to the question	1
<b>Subtotal</b>	<b>3</b>
<b>Philosophical argument</b>	
Constructs a relevant, cogent argument e.g. relies on plausible assumptions, demonstrates logical insight, effectively uses examples and counter-examples where appropriate	3
Constructs a relevant, moderately cogent argument e.g. may contain some errors in reasoning or fail to consider possible objections where appropriate	2
Constructs a relevant, weak argument e.g. may make controversial assumptions, beg the question, or commit several serious errors of reasoning	1
<b>Subtotal</b>	<b>3</b>
<b>Clarity and structure</b>	
Clearly written and well structured	3
Reasonably clearly written and structured Or Well developed in one area but not developed in the other area	2
Unclearly written with little or no structure	1
<b>Subtotal</b>	<b>3</b>
<b>Total</b>	<b>9</b>

**Total = 40 marks**