# Philosophy – Core 2: Logic, argument and reasoning



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## Focus

This core module focuses on what it means to think well. It introduces the basic philosophical skills of argument and reasoning and then allows for the application of these skills in a community of inquiry.

### Outcomes

A student:

* **PH 5-2** develops an understanding of models of ethical decision making
* **PH 5-4** researches and assesses information using a variety of sources
* **PH 5-5** identifies key factors affecting decisions
* **PH 5-6** constructs logical arguments based on critical reasoning
* **PH 5-7** communicates ideas effectively using a variety of modes
* **PH 5-8** reflects on values, beliefs and assumptions
* **PH 5-9** works independently and in communities of inquiry to explore philosophical questions.

Outcomes referred to in this document are from the [Philosophy course document](https://education.nsw.gov.au/teaching-and-learning/curriculum/department-approved-courses/philosophy#/asset2) © NSW Department of Education (DoE) for and on behalf of the Crown in right of the State of New South Wales, (2021).

### Introduction

The first 2 sequences in this resource introduce students to the elements of effective argument, reasoning, and decision making. Students then apply this learning as they participate in their first Community of Inquiry (COI). A COI is a critical aspect of the study of philosophy. It is a student directed group activity where students discuss a stimulus, question, or story. Depending upon the school context and cohort, adjustments may be required to cater for the interests and abilities of students. When selecting alternate stimuli or issues for study, it is important to ensure compliance with the [Controversial Issues in Schools Policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045).

### Rationale

Philosophical thought shapes what people think, value, and how they engage with others and the world around them. Philosophy is concerned with questions of ethics, knowledge, aesthetics and reality. It seeks to shed light on life’s big issues, such as the nature of reality, how we should live and what it means to be human. Philosophy also grapples with the problems that lie at the foundation of issues of public debate such as artificial intelligence, human rights and freedom of speech.

In this course, students are actively engaged in exploring authentic ethical, social and political dilemmas in philosophy. They are challenged to think rigorously and discuss these issues in communities of inquiry. This engagement in philosophical discussion encourages students to think creatively, critically and collaboratively.

Philosophy equips students with the skills essential for active citizenship in today’s complex global society. Through the study of philosophy, students will develop the skills to think deeply and formulate sound arguments. A study of philosophy will also encourage an open-minded disposition and a willingness to challenge existing beliefs and values.

### Aim

The aim of philosophy is to develop student knowledge of key philosophical thinkers, problems and arguments. By applying this knowledge to social dilemmas through communities of inquiry, students will challenge assumptions and beliefs and build their capacity for critical reasoning and ethical decision making.

### Purpose and audience

This teaching resource is for teachers delivering or planning to deliver the course. The learning sequence demonstrates how a combination of outcomes can be used to develop teaching and learning activities. It also suggests a range of resources to support teachers when planning and/or teaching the course.

### When and how to use this document

Use this resource when designing learning activities that align with the course outcomes and content. The activities and resources can be used directly or may be adapted based on teacher judgment and knowledge of their students. Core modules must precede options in the delivery of the course, consult the course document for further details on timing of core and options.

## Learning sequence 1

Students:

* describe the structure of philosophical arguments, for example
* argument
* premise
* conclusion.
* explore different forms of inference and reasoning, for example
* inductive
* deductive
* abductive.
* investigate the elements of an effective argument, for example
* validity
* soundness
* avoiding ambiguity and vagueness.
* Research common fallacies, rhetoric, and errors of reasoning, for example
* the ‘straw man’
* the ‘slippery slope’
* majority belief
* ad hominem
* post hoc rego propter hoc
* appeal to authority
* circular reasoning
* gamblers fallacy
* attribution bias
* assuming the consequent.

**Note:** The key to ‘doing philosophy’ is the development of logical arguments in response to a problem and examining the arguments of others. In this learning sequence, students will be introduced to the fundamentals of philosophical argument.

The argument is a connected series of statements intended to confirm a conclusion. Statements supporting or leading to an argument’s conclusion are called premises. The conclusion is inferred or reasoned from the premises in the argument.

A teacher resource that may be helpful for background information on this topic is [How to Argue – Philosophical Reasoning: Crash Course Philosophy #2 (9:42)](https://thecrashcourse.com/courses/how-to-argue-philosophical-reasoning-crash-course-philosophy-2/).

### The structure of philosophical arguments

**Note:** As some of the language of philosophy is complex, modifications will need to be made to suit the needs of EAL/D students. For example, in the first activity, students may need to be provided with a simple definition rather than researching and constructing their own. In the second whole class activity, the teacher will need to explicitly teach the language features used and demonstrate how this argument is constructed, highlighting the 2 separate clauses and the importance of ‘therefore.’

Use [Ninety Second Philosophy: Arguments (1:22)](https://www.youtube.com/watch?v=Z7f_uuy1JcM), [‘1.1 Arguments – The Basics’](https://courses.lumenlearning.com/atd-pima-philosophy/chapter/1-1-arguments-the-basics/), or school resources to write short definitions for each of the following:

* argument
* premise
* conclusion.

As a class, analyse the following argument, ‘It is raining and I have no umbrella, therefore, I will get wet,’ to identify:

* the premise(s)
* conclusion
* the word that indicates the conclusion.

With a partner, jointly construct an argument rebutting the claim that, ‘It is raining and I have no umbrella, therefore, I will get wet.’

In groups of 4, develop arguments about the wearing of school uniforms in NSW schools. Two people will develop an argument supporting the wearing of uniforms in NSW schools, and the other 2 will develop an argument against wearing school uniforms in NSW. Each argument should have at least 2 premises and a conclusion.

Compare the 2 arguments and collaboratively decide which argument is the most effective.

As a class, discuss the common features of the stronger arguments.

### Effective argument and reasoning

**Note:** In philosophy, it is important that students understand what makes an effective argument. In the following activities, students will learn about different types of reasoning. They will then apply this learning on reasoning to the assessment of arguments. Useful resources may include ['Deduction' vs 'Induction' vs 'Abduction'](https://www.merriam-webster.com/words-at-play/deduction-vs-induction-vs-abduction).

In the final activity in this section, students will be reviewing a fictional political argument. Because this argument contains issues that can be controversial, including vaccination hesitancy, climate change, and refugee experiences, it is important that the conversation protocols are carefully established and managed in accordance with the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy. The teacher should introduce the material in an objective and unbiased manner and remind students of the importance of respecting the views of others in discussion. Where the material is not appropriate for the age or needs of the student in the school context, the fictional argument should be replaced.

Again, as the language can be complex, some students may need to be provided with a simple definition in research activities rather than researching and constructing their own. The language in the Jack and Jill nursery rhyme is also challenging. Students should be reassured that they only need to understand that 2 people went up a hill and one fell down. They are then fabricating an argument about what happened. Where students are required to write paragraph responses, it is important that structure, for example PEEL, is explicitly taught.

Use [CRITICAL THINKING – Fundamentals: Deductive Arguments (5:40)](https://www.youtube.com/watch?v=3jvQrpVQaYM) and [Deductive Reasoning Examples](https://examples.yourdictionary.com/deductive-reasoning-examples.html) to answer the following question in 1 to 2 sentences: ‘What is a deductive argument?’

As a class, develop a deductive argument to support the conclusion: ‘That’s why John is not at school.’

Use [CRITICAL THINKING – Fundamentals: Truth and Validity (6:53)](https://www.youtube.com/watch?v=pCGnyaa5E5g&index=2&list=PLtKNX4SfKpzWFvj7ZF6v0shrCdL0XcdrJ) and [What is a Sound Argument? (Philosophical Definition) (3:14)](https://www.youtube.com/watch?v=PbxALrmwGfk&list=RDLV3P0fUHUaZcs&index=4), to outline the conditions required for a deductive argument to be sound and valid.

As a class, review the following arguments and decide which is valid and which is invalid. Remember, an argument is valid if the conclusion follows from the premises, which means that if all the premises are true, the conclusion cannot be false.

**Argument 1**

Premise: All students are clever

Premise 2: John is a student

Conclusion: Therefore, John is clever.

**Argument 2**

Premise 1: All students are clever

Premise 2: John is attractive

Conclusion: Therefore, John is clever.

With a partner, construct 2 deductive arguments in support of the idea that Jill pushed Jack down the hill in the popular nursery rhyme [Jack and Jill (1:52)](https://www.youtube.com/watch?v=gsTNVM0HI-8). The arguments should include:

* an argument that is valid and sound
* an argument that is not valid or sound.

As a class, use [How to Argue - Induction & Abduction: Crash Course Philosophy #3 (10:17)](https://thecrashcourse.com/courses/how-to-argue-induction-abduction-crash-course-philosophy-3/) to complete the following in 1 to 2 sentences:

* describe inductive arguments
* describe abductive arguments
* identify the main strengths and weaknesses of inductive and abductive arguments.

As a class, develop an inductive argument to support the conclusion: ‘That’s why John is not at school.’

In small groups, collaboratively assess the effectiveness of the fictional political argument below. Steps may include:

* identifying strengths
* identifying weaknesses, for example ambiguity, vagueness, lack of validity, or soundness
* using a [PEEL paragraph](https://shalvey-h.schools.nsw.gov.au/content/dam/doe/sws/schools/s/shalvey-h/localcontent/PEEL_Paragraph.pdf) structure to write one paragraph assessing the overall effectiveness of the argument
* discussing the responses as a class.

**Fictional political argument:** With all of its wind powered generators and solar powered cars, Country A is contributing significantly to climate change. This is a big deal for Country B, as with our country being on a mountain, we're obviously more likely to flood than other countries as sea levels rise. Further, the high vaccination rates of Country A’s population mean that they are more likely to spread disease to us across the border. Therefore, I propose that invasion of Country A is our only option for survival.

### Fallacies and errors of reasoning

**Note:** In this sequence, students will explore errors of reasoning that undermine the logic of an argument. For the cartoon analysis, creative commons examples can be accessed through the online pictures option in Microsoft Word, [Pixabay](https://pixabay.com/) or [Wikimedia Commons](https://commons.wikimedia.org/wiki/Main_Page). For the game of ‘spot the fallacy’, teachers may prefer to enter the statement and possible fallacy options into an online quiz tool.

Again, as the language can be complex, some students may need to be provided with a simple definition in research activities rather than researching and constructing their own. For EAL/D students, the video content may need to be broken down and scaffolded as a class or alternative resources provided.

Use school resources or [Merriam-Webster, Fallacy](https://www.merriam-webster.com/dictionary/fallacy) (2022) to define fallacy.

Research at least 10 common fallacies and summarise how they work. Add an example into the table provided. Resources such as [Rhetological Fallacies](https://www.informationisbeautiful.net/visualizations/rhetological-fallacies/), [Logical Fallacies (8:39)](https://www.youtube.com/watch?app=desktop&v=dP5imeWMDVg) and [31 logical fallacies in 8 minutes (8:03)](https://www.youtube.com/watch?v=Qf03U04rqGQ) may be useful.

Table – How fallacies work

|  |  |  |
| --- | --- | --- |
| Fallacy | Description | Example |
|  |  |  |
|  |  |  |
|  |  |  |

Choose a fallacy from the table that is most interesting to you. For this fallacy, design a cartoon demonstrating the fallacy being used. You might like to use [Toontastic 3D](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/136#.YYmSHRIqG_s.link) to create a digital cartoon for this task.

Play a class game of ‘spot the fallacy’:

* in small groups, participants make up 5 short sentences that each contain a fallacy
* groups provide these sentences along with the ‘answer’ identifying the fallacy in the statement to an announcer
* the announcer reads out the fallacies and the class play ‘spot the fallacy.’ The first group to correctly identify the fallacy gains a point.

Make a [Canva](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/653#.YP-KQ1CoID8.link) poster, infographic, or video to educate Year 9 Philosophy students about the different forms of reasoning and the elements of a good argument.

## Learning sequence 2

Students:

* Assess frameworks to guide ethical decision-making, for example
* utilitarianism
* virtue ethics
* consequentialism.

### Frameworks to guide ethical decision making

**Note:** In this lesson sequence, students will explore virtue ethics (where decisions are guided by one’s own conscience and a desire to do the right thing), deontology (where decisions are guided by external rules from society or a divine commander), and consequentialism (where decisions are made based on moral judgements about consequences). For the circle of viewpoints activity, students should be broken into groups of 3, with each assessing the problem through a different ethical framework. For the activity on [The Heinz Dilemma](https://www.theatlantic.com/health/archive/2012/04/the-heinz-dilemma-an-interactive-video-to-test-moral-development/255263/), 3 corners of the room will need to be labelled with either value ethics, deontology, and consequentialism.

As some of the language of philosophy is complex, modifications will need to be made to suit the needs of EAL/D students. For example, in the first and third activities, students may need to be provided with a simple definition rather than researching and constructing their own. In the second activity, the concept of virtue ethics may need to be explicitly taught and examples provided in class discussion before the task is completed.

Sensitivity should be applied in the use of the [Trolley Dilemma](https://theconversation.com/the-trolley-dilemma-would-you-kill-one-person-to-save-five-57111). Where it is not suitable for your class or context, alternative problems such as [The Heinz Dilemma](https://www.theatlantic.com/health/archive/2012/04/the-heinz-dilemma-an-interactive-video-to-test-moral-development/255263/) should be used.

Use [What is Ethics?](https://www.scu.edu/ethics/ethics-resources/ethical-decision-making/what-is-ethics/) to define the term ethics.

Use [Ethics Explainer: Virtue Ethics](https://ethics.org.au/ethics-explainer-virtue-ethics/), [Virtue ethics (3:18)](https://www.youtube.com/watch?v=qs9QiczZvdU&t=1s) or [Aristotle & Virtue Theory: Crash Course Philosophy #38 (9:21)](https://thecrashcourse.com/courses/aristotle-virtue-theory-crash-course-philosophy-38/), to explain how the theory of virtue ethics works.

With a partner, apply virtue ethics to determine the best response in the following scenario: ‘A friend who struggles with writing and is very insecure about this has asked you for feedback on his assignment. It is terrible. What do you say?’

Consequentialism is the claim that actions should be morally judged by their consequences. The main version of consequentialism is utilitarianism. Use [Ethics Explainer: Consequentialism](https://ethics.org.au/ethics-explainer-consequentialism/) and [Utilitarianism: Crash Course Philosophy #36 (10:00)](https://thecrashcourse.com/courses/utilitarianism-crash-course-philosophy-36/) to:

* define utilitarianism
* identify circumstances where utilitarianism might be used
* identify weaknesses in this ethical approach.

Use [Deontology | Ethics Defined (1:56)](https://www.youtube.com/watch?v=wWZi-8Wji7M) to:

* define deontology
* explain how the theory of deontology works
* explain the difference between deontology and consequentialism
* identify the weaknesses of deontology.

As a class, read [The trolley dilemma: would you kill one person to save five?](https://theconversation.com/the-trolley-dilemma-would-you-kill-one-person-to-save-five-57111) and discuss the ethical dilemmas that this problem presents.

In assigned groups of 3, each person will be assigned a different ethical framework through which to view the trolley dilemma, that is, deontology, utilitarianism, or virtue ethics. Revisit your notes on this ethical framework and consider how you would approach the problem from this perspective. Then, from your assigned perspective, complete a [Circle of Viewpoints](http://www.pz.harvard.edu/resources/circle-of-viewpoints) activity, using the sentence starters below as a guide:

* I am thinking of the dilemma from the (deontology, utilitarianism, or virtue ethics) viewpoint
* The correct action from this viewpoint would be …
* The reason for this action would be …

In your group, discuss the 3 different approaches to the trolley dilemma. Assess which approach is best overall and justify the choice. Share your decision with the class.

Individually reflect on the trolley problem and consider how your approach to this problem may differ after having heard the perspectives of others in the class.

As a class, watch [The Heinz Dilemma (2:59)](https://www.youtube.com/watch?v=YxJ07klMhr0) or read ‘[The Heinz dilemma](https://en.wikipedia.org/wiki/Heinz_dilemma)’, and use this to:

* discuss the ethical issue(s) that are presented
* brainstorm all of the possible approaches to the problem.

Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YZMlTssODoI.link) strategy to discuss how the Heinz dilemma may be approached from each of the ethical viewpoints. You may summarise your responses into the table below.

Table – Table of ethical approaches

|  |  |  |
| --- | --- | --- |
| Value ethics | Deontological | Utilitarianism |
|  |  |  |
|  |  |  |
|  |  |  |

Move to the corner of the room marked with the ethical approach that you think is most suitable for the Heinz dilemma and complete the following:

* spend 5 minutes discussing the approach with your classmates who have the same opinion. Discuss what approach Heinz should take to this dilemma and why
* nominate one person to be the [Hot seat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/569#.YZMnd8l9wF4.link) philosopher and answer questions from the class about the ethical approach and why it is most suitable for the Heinz dilemma.

Individually reflect on the Heinz dilemma and consider how your approach to this problem may differ after having heard the perspectives of others in the class.

## Learning sequence 3

Students:

* identify the process and protocols in a community of inquiry
* explain the criteria for successful participation in a community of inquiry, for example
* critical thinking
* creative thinking
* collaborative thinking.
* participate in at least one community of inquiry that examines philosophical issues or questions in one of these key areas
* metaphysics
* epistemology
* ethics.

### Philosophical arguments – Community of Inquiry

**Note: D**eveloping an understanding of how to participate in a Community of Inquiry (COI) is critical to the study of philosophy. A COI is a student directed group activity where students discuss a stimulus, question, or story. It is not an adversarial process and the purpose is not to win the argument. A COI should follow the inquiry where it leads and so it is important that the discussion makes the pathway and not the facilitator or teacher. In a COI, students are seated in a circle and reminded of group rules or protocols. In the discussion, students listen respectfully to each other, challenge unsupported opinions or assumptions, build on each other’s ideas, and work together to form inferences from what has been said. At the conclusion of a session, it is important to engage students in a process of self-reflection in order to evaluate their understanding of the concept or value discussed and how well the group functioned.

A useful teacher resource for ideas on the phases of the COI may include [Values Education for Australian Schooling: Philosophy in the classroom © Commonwealth of Australia 2006 [PDF 58.6KB]](http://www.curriculum.edu.au/verve/_resources/Cocurricular_Philosophy_in_the_classroom.pdf).

In small groups, develop a short play or skit to tell the story of the [Buddhist parable of the Blind men and an elephant](https://commons.wikimedia.org/wiki/Blind_men_and_an_elephant).

As a class, discuss the [Buddhist parable of the Blind men and an elephant](https://commons.wikimedia.org/wiki/Blind_men_and_an_elephant) and its meaning. Then individually complete a summary of:

* what happens in the parable
* the meaning of the parable.

As a class, discuss how this parable may highlight the benefits of collaborative thinking.

In small groups, read the description of a community of inquiry below and use this to complete the following:

* How does a COI work?
* What is the goal of a COI?
* Why do you think participants sit in a circle?
* What are the potential challenges in running a COI?

**A COI** is a student directed group activity where students sit in a circle with their teacher and discuss a stimulus, question, or story. The purpose of this discussion is not for anyone to win an argument. It is about reflecting on an issue and constructing meaning from the discussion. It is important that the discussion makes the pathway and not the teacher or facilitator. The discussion should follow the inquiry where it leads. As each person speaks, everyone else actively listens and then the speaker passes to the next person who wishes to speak. This may involve building on the last person’s ideas, challenging unsupported opinions or assumptions, and making inferences from what has been said. It is important in the transition between students that the language is in the form of: ‘I agree with John, because …’

As a class, use a [Google Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593), to brainstorm rules that may be applied to the COI in your class. For example, opinions must be supported with reasons, ideas and not the person should be challenged, hands up when the other person has finished speaking.

Use a [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.YZWPekWHd5w.link) strategy to brainstorm approaches that may be used for the following:

* respectfully building on another person’s ideas
* suggesting that an opinion has no basis
* accepting feedback.

**Note:** Before commencing the COI, the room should be set up so that students can sit in a circle and the rules for the COI should be displayed. Once the COI commences, the teacher’s role is to keep the discussion flowing. This may mean that students are reminded to keep the conversation productive or encouraged to provide reasons for opinions. The thought experiment chosen is based on the English case [*R v Dudley and Stephens (1884)*](https://en.wikipedia.org/wiki/R_v_Dudley_and_Stephens)*,* and a version is featured in the movie, The Life of Pi. Because the stimulus material in the example provided contains a controversial issue, it is important that the conversation protocols are carefully established and managed in accordance with the [Controversial Issues in Schools](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) policy. Where the material is not appropriate for the maturity or needs of the student in the school context, the thought experiment should be replaced.

Watch the [Lifeboat ethics: Would you sacrifice one life to save many? (2:23)](https://www.youtube.com/watch?v=bcKg7a3lNzw).

In small groups, construct a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.YZWTPjsJnJs.link) of the events in this case.

Use the storyboard to individually reflect on:

* thoughts or questions that come to mind, for example, ‘is it ever ok to kill?’
* aspects of the sailor’s decision that you agree with or like
* aspects of the sailor’s decision that you don’t agree with or like.

As a class, share the big picture questions that arose from this stimulus and select a question that was common to many people for the COI.

Sit in a circle and discuss the question. Some guidelines for this discussion may include:

* everyone should actively listen as others speak
* the speaker should pass to the next person who wishes to speak
* the speaker can present arguments on the question, build on each other’s ideas, challenge the ideas of others, or make inferences from what has been said
* where possible, arguments should be supported by examples
* discussion should be directed to the group rather than the teacher.

At the conclusion of the discussion, reflect on the knowledge gained in the inquiry as well as the process of inquiry itself with questions like:

* What did we learn today?
* Did we all get a turn?
* Did we give good reasons for what we said?

In your philosophy journal, reflect on a time when you have had to make an ethical decision and consider how you might approach this differently in light of what you have learnt.

## Assessment task – Community of Inquiry

**Note**: The task involves students participating in a Community of Inquiry (COI). A COI is a student directed group activity where students discuss a stimulus, question, or story. It is not an adversarial process and the purpose is not to win the argument. A COI should follow the inquiry where it leads and so it is important that the discussion makes the pathway and not the facilitator or teacher. In a COI, students are seated in a circle and reminded of group rules or protocols. In the discussion, students listen respectfully to each other, challenge unsupported opinions or assumptions, build on each other’s ideas, and work together to form inferences from what has been said. At the conclusion of a session, it is important to engage students in a process of self-reflection in order to evaluate their understanding of the concept or value discussed and how well the group functioned. A useful teacher resource for ideas on the phases of the COI may include [Values Education for Australian Schooling: Philosophy in the classroom © Commonwealth of Australia 2006 [PDF 58.6KB]](http://www.curriculum.edu.au/verve/_resources/Cocurricular_Philosophy_in_the_classroom.pdf).

The suggested question for this task may be altered or replaced to suit the needs of the students and the school context. An additional tool has been provided that may be useful for the teacher to make notes or indicate where they have seen evidence of the criteria as the COI progresses. When using this task, teachers should ensure that it is placed on the school template and that all assessment requirements are met.

It is important for all students, including EAL/D students that the teacher checks for explicit understanding of the question and provides support in developing ideas, examples, and notes. Prior to running the assessment, the teacher will have also worked with students on protocols for a COI to ensure that all students feel safe and supported as they contribute ideas. In some cases, EAL/D students may not be able to demonstrate their understanding of content because they are not developmentally able to in terms of their English language proficiency. In such cases, they should be encouraged to participate in the COI but offered an alternate written task as they develop their language and communication skills.

### Outcomes

* **PH 5-6** constructs logical arguments based on critical reasoning
* **PH 5-7** communicates ideas effectively using a variety of modes
* **PH5-9** works independently and in communities of inquiry to explore philosophical questions

### Content

Students:

* Participate in at least one COI that examines philosophical issues or questions in one of these key areas
* metaphysics
* epistemology
* ethics.

### Task instructions

Your task will be to participate in a COI in class.

The question for discussion will be: ‘Is it ever okay to break the rules?’

To prepare for the task you should:

* ensure that you understand the question
* consider logical arguments in response to this question
* prepare examples, analogies, or thought experiments that may support your argument
* consider counter arguments that may be presented.

You will be assessed on your:

* understanding of the problem
* communication skills
* contribution of logical arguments and ideas
* challenging of ideas and reasoning of others
* ability to make inferences and links from what has been said
* support and encouragement of peers.

## Marking criteria

Table – Assessment marking criteria

|  |  |
| --- | --- |
| Grade | Criteria |
| **A** | * Demonstrates extensive knowledge of the problem and constructs sophisticated logical arguments that are supported by creative examples, analogies, or thought experiments * Extensively evaluates the ideas of others, challenges reasoning, assumptions, or beliefs, and makes sophisticated links between ideas * Uses sophisticated communication skills to contribute appropriately, encourage others, and support peers |
| **B** | * Demonstrates a thorough knowledge of the problem and constructs logical arguments that may be supported by examples, analogies, or thought experiments * Thoroughly evaluates the ideas of others, challenges reasoning, assumptions, or beliefs, and makes effective links between ideas * Uses high-level communication skills to contribute appropriately, encourage others, and support peers |
| **C** | * Demonstrates sound knowledge of the problem and constructs sound arguments * Challenges reasoning, assumptions, or beliefs of others and may attempt to make links between ideas * Uses sound communication skills and may encourage others |
| **D** | * Demonstrates basic knowledge of the problem and may construct basic arguments * May challenge some ideas or try to link ideas * Uses basic communication skills |
| **E** | * Demonstrates elementary knowledge of the problem * May comment on the ideas of others or make a link between ideas * Uses elementary communication skills |

### Optional note making scaffold for markers

Table – Optional scaffold for markers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Criteria | Student 1 | Student 2 | Student 3 | Student 4 | Student 5 | Student 6 |
| Logical arguments |  |  |  |  |  |  |
| Presents arguments |  |  |  |  |  |  |
| Arguments supported by examples, analogies, or thought experiments |  |  |  |  |  |  |
| Evaluates arguments of others |  |  |  |  |  |  |
| Challenges reasoning |  |  |  |  |  |  |
| Questions assumptions |  |  |  |  |  |  |
| Builds on ideas of others |  |  |  |  |  |  |
| Communication and collaboration |  |  |  |  |  |  |
| Expresses ideas clearly |  |  |  |  |  |  |
| Makes links between ideas |  |  |  |  |  |  |
| Supports and encourages peers |  |  |  |  |  |  |
| General observation notes |  |  |  |  |  |  |

## Additional information

**Resource evaluation and support**: Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

The information below can be used to support teachers when using this teaching resource for Philosophy.

### Assessment for learning

Possible formative assessment strategies that could be included:

* Learning intentions and success criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assist teachers in evaluating the impact of teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/621), [Socrative](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/587), or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL 2017). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[What works best update 2020](https://education.nsw.gov.au/about-us/educational-data/cese/publications/research-reports/what-works-best-2020-update) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and cultures. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies. Subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners help teachers to identify and target areas for growth and improvement. In addition, the [Differentiation Adjustment Tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation. (CESE 2020a:6).

### About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address Australian Professional Teaching Standards 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, Philosophy © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: Philosophy

**Course outcomes**: PH5-2, PH5-4, PH5-5, PH5-6, PH5-7, PH5-8, PH5-9

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Teaching resource

**Related resources**: Further resources to support Philosophy can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D.

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 10th May 2022

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘flexibility’ was the word most used by teachers to describe the systemic change they want
* teachers need more time to teach important knowledge and skills
* students want authentic learning with real-world application.

This teaching resource provides teachers with some examples of explicit and authentic learning experiences. The option to adjust these learning sequences leads to ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

The suggested strategies for teaching and learning align with the principles of explicit teaching. ‘The evidence shows that students who experience explicit teaching practices perform better than students who do not. Explicit teaching reduces the cognitive burden of learning new and complex concepts and skills, and helps students develop deep understanding’ (CESE 2020a:11).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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