PRE-APPROVED LEARNING AND ASSESSMENT PLAN

**Stage 1 Philosophy**

Pre-approved learning and assessment plans are for *school use only*.

* Teachers may make changes to the plan, retaining alignment with the subject outline.
* The principal or delegate endorses the use of the plan, and any changes made to it, including use of an addendum.
* The plan does not need to be submitted to the SACE Board for approval.

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| School |  | Teacher(s) |  |

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| SACE  School Code | | |  | Year |  | Enrolment Code | | | | |  | Program Variant Code (A–W) |
| Stage | Subject Code | | | No. of Credits (10 or 20) |
|  |  |  |  | **1** | **P** | **P** | **S** | **10** |  |

**Addendum – changes made to the pre-approved learning and assessment plan**

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| Describe any changes made to the pre-approved learning and assessment plan to support students to be successful in meeting the requirements of the subject. In your description, please explain:   * what changes have been made to the plan * the rationale for making the changes * whether these changes have been made for all students, or for individuals within the student group. |

**Endorsement**

The use of the learning and assessment plan is approved for use in the school. Any changes made to the plan support student achievement of the performance standards and retain alignment with the subject outline.

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| Signature of principal or delegate |  | Date |  |

Stage 1 Philosophy (10-credits)

Assessment Overview

The table below provides details of the planned tasks and shows where students have the opportunity to provide evidence for each of the specific features of all of the assessment design criteria.

| **Assessment Type and Weighting** | **Details of assessment** | **Assessment Design Criteria** | | | | **Assessment conditions**  (e.g. task type, word length, time allocated, supervision) |
| --- | --- | --- | --- | --- | --- | --- |
| **KU** | **R** | **CA** | **C** |
| **Assessment Type 1: Folio**  **Weighting 40 %** | Students view the film *The Matrix* and research Plato’s *Allegory of the Cave.*  Students interact in a community of inquiry in small groups to discuss and apply reasoning to the philosophical similarities and differences in these works. Students record their evidence and differentiate the elements of good and bad arguments.  As a group, students use evidence to explain reasoning to support or contest positions as to which works best and which expresses the difficulty human beings have in distinguishing ‘What is real’. | 1,2 | 1,2 |  |  | Students may choose to present their findings through: a role play; Photo Story*;* video/audio; or an oral with a Power Point presentation.  Students provide evidence of individual contributions through a discussion with the teacher. |
| Students negotiate a topic that has arisen in the media in the field of ethics with the teacher.  Students interact in a community of inquiry in small groups to discuss and apply reasoning to the philosophical similarities and differences related to the topic. Students record their evidence and differentiate the elements of good and bad arguments. | 1,2 | 1,2 |  |  | Students negotiate with the teacher to present their work through either: a discussion; a collection of annotated media articles on the topic; or written evidence of reasoning. |
| **Assessment Type 2: Issues Analysis**  **Weighting 30%** | Students investigate and discuss how a society based on producing ‘designer babies’ may or may not create more happiness and greater benefits for the greater number of people. Students refer to the film *Gattaca* and Jeremy Bentham’s *Hedonic calculus* in their discussion. | 1,2 | 1,2 | 1 | 1,2 | The discussion should be presented in writing of a maximum 800 words. The teacher is the audience. |
| Students investigate and discuss how euthanasia impacts both individuals and their society. | 1,2 | 1,2 | 1 | 1,2 | Discussion presented in written, oral or multimodal form.  A maximum of 800 words if written or a maximum 5 minutes if oral or multi-modal, e.g. PowerPointwith oral. |
| **Assessment Type 3: Issues Study**  **Weighting 30%** | Students identify a particular issue (ethical, metaphysical or epistemological) which interests them, e.g. abortion, capital punishment.  Using arguments from Aristotle’s *Virtue Ethics*, or arguments from *Utilitarian ethics*, and if students wish, Jeremy Bentham’s *Hedonic Calculus*, students discuss how they might come to a decision with relation to their particular issue. | 1,2 | 1,2 | 1 | 1,2 | Discussion presented in written, oral or multimodal form.  A maximum of 800 words if written or a maximum 5 minutes if oral or multi-modal, e.g. PowerPointwith oral. |

***Four or five assessments.*** *Please refer to the Philosophy subject outline.*