

Ringwood Secondary College
2017 Course Planning Document

VCE Unit 1 Philosophy

Time Allocation

This unit of work will consist of approximately 100 hours of which at least 50 hours will be class time. **To complete this unit of work satisfactorily, students must complete each of the following learning outcomes.**

Learning Outcomes

Outcome 1

The student should be able to analyse metaphysical problems, evaluate viewpoints and arguments arising from these, and identify philosophical problems in relevant contemporary debates.

Outcome 2

The student should be able to analyse epistemological problems, evaluate viewpoints and arguments arising from these, and analyse philosophical problems in relevant contemporary debates.

Outcome 3

The student should be able to apply methods of philosophical inquiry to the analysis of philosophical viewpoints and arguments, including those in metaphysics and epistemology.

Assessment Tasks

1. Short Answer Questions – Mind, Time and Metaphysics

Answering a series of short questions, the student is required to demonstrate a precise knowledge and understanding of the concepts of mind, psyche and body as they are employed within the set text/s (captured in the segments selected). They must provide a precise analysis and evaluation of arguments, assumptions and viewpoints expressed in the set text/s, supported by insightful and persuasive reasons and coherent reasoning. Requires a sophisticated application of concepts, arguments and viewpoints to the analysis of philosophers' positions (related to mind and/or time) with an understanding of the impact of scientific developments. One section of these questions will require the critical comparison of viewpoints and arguments with appropriate justification.

Weighting: This task is worth 20% of the overall grade **Time allocated to task:** 1.5 periods

Due: Term 2, Week 3

2. 'Truth Claims in the News' Essay– Epistemology and Objectivity.

The student is required to demonstrate a precise and detailed knowledge and understanding of key concepts in the set text/s relating to epistemology (sources of knowledge and knowing). In essay format, students must demonstrate a sophisticated comprehension and application of concepts, arguments and viewpoints to the analysis of a relevant contemporary debate with an understanding of the impact of scientific developments. Students must critically explore the consequences of a given position. Students must identify obvious and subtle similarities and differences between arguments and viewpoints, and provide a sophisticated comparison.

Weighting: This task is worth 20% of the overall grade **Time allocated to task:** 1.5 periods

Due: Term 1, Week 6

3. Test – Evaluating Arguments For Logic and Reasoning

Via a mixture of multiple choice questions, true/false questions and cloze questions; the student is required to demonstrate understanding of a range of logical fallacies, standard-form arguments, and other tests of logic and coherency. Students are required to provide an analysis of arguments and assumptions relative to the concepts of formal reasoning that have been taught.

Weighting: This task is worth 20 % of the overall grade **Time allocated to task:** 1 period

Due: Term 2, Week 6

4. Semester Examination

The student is required to apply knowledge and understanding of Outcomes 1,2 and 3 via a series of mixed-mode (a blend of short answer, true/false, multiple choice) questions. Particular focus will need to be paid to ‘the ability to fully reconstruct arguments and differentiate premises and conclusions’ as is consistent with the most recent VCAA assessor’s report. The primary foci will be on analysis of argument and evaluation of (different) arguments/positions.

Weighting: This task is worth 40% of the overall grade **Time allocated to task:** 90 minutes

Due: Term 2, Week 8