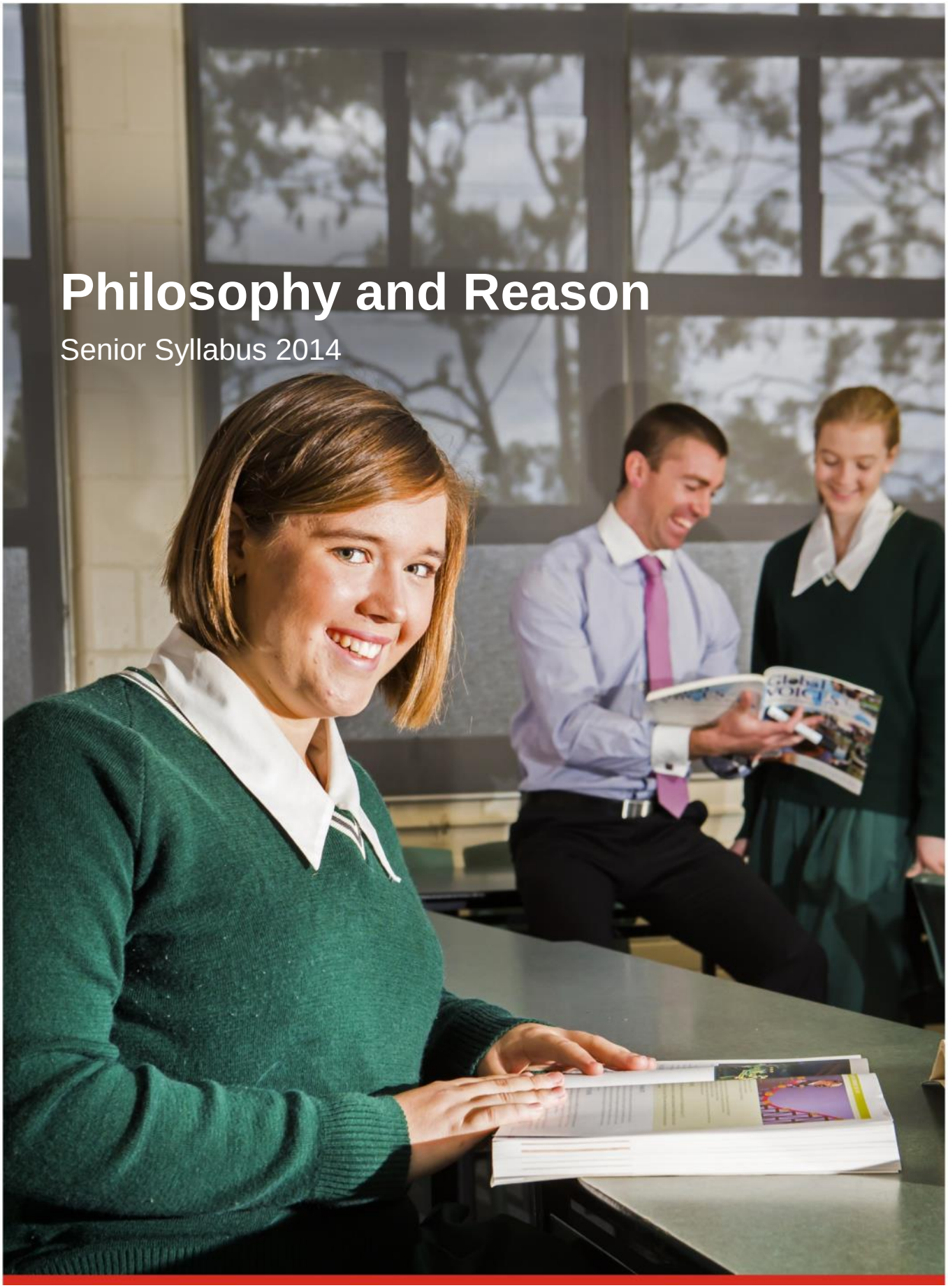

Philosophy and Reason

Senior Syllabus 2014

Queensland Government | Queensland Curriculum & Assessment Authority

For all Queensland schools

14990

Philosophy and Reason Senior Syllabus 2014

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Contents

1 Rationale

Philosophy and Reason Senior Syllabus 2014 combines the discipline of philosophy with the associated skills of critical thinking and logic.

The study of philosophy allows students to recognise the relevance of various philosophies to different social, ethical and religious positions, and realise that decisions in these areas are the result of the acceptance of certain ideas and specific modes of reasoning.

Critical thinking and logic provide knowledge, skills and understandings so students are able to engage with philosophical ideas and issues, examine and analyse these, make rational arguments, espouse viewpoints and engage in informed discourse.

Students learn to understand and use reasoning to develop coherent personal and world views. They reflect on the nature of their own decisions as well as how they respond to the views of others.

In *Philosophy and Reason*, students analyse arguments from a variety of sources and contexts, determining what constitutes effective reasoning. Students formalise arguments, choose appropriate problem-solving techniques and attempt to solve problems through argument.

Topic 1: Fundamentals of argument is the core of this subject and permeates learning across the course. Within this topic, students examine inductive reasoning processes and identify associated fallacies and shortcomings. Students use modern symbolic language as an effective system for the analysis and evaluation of propositions and arguments.

Through the study of *Philosophy and Reason*, students will explore and consider philosophical ideas that have shaped and continue to influence contemporary society. They will investigate philosophers' and thinkers' ideas and work across a range of topics.

A course of study in *Philosophy and Reason*, can establish a basis for further education and employment in the fields of law, medicine, psychology, philosophy, journalism, teaching, politics, creative arts and engineering. The development of thinking skills in *Philosophy and Reason* establishes the transferrable skills of critical thinking and would support post school participation in a wide range of fields.

2 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-semester course of study.

The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: *Knowledge and understanding*
- Dimension 2: *Application and analysis*
- Dimension 3: *Evaluation and synthesis*.

2.1 Dimension 1: *Knowledge and understanding*

The dimension *Knowledge and understanding* refers to the abilities to remember and understand factual and theoretical information.

When students remember, they retrieve knowledge from long term memory.

When students understand, they construct meaning from instructional messages, including oral, written, and graphic communications. Understanding includes the ability to comprehend, contextualise and explain concepts, methods, principles and theories.

2.1.1 Objectives

By the conclusion of the course of study, students should:

- define and use terminology
- explain concepts, methods, principles and theories
- execute procedures and techniques of logic and reasoning
- use language conventions to suit purpose and audience.

When students define and use terminology, they recognise, recall and incorporate subject-specific terminology in discussions and interactions, and in written, oral and multimodal texts.

When students explain concepts, methods, principles and theories, they paraphrase and provide examples to clarify meaning.

When students execute procedures and techniques of logic and reasoning, they demonstrate knowledge from the areas of logic and reasoning in a situation or task.

When students use language conventions they demonstrate their knowledge of spelling, vocabulary, grammar, punctuation and sentence structure.

2.2 Dimension 2: *Application and analysis*

The dimension *Application and analysis* refers to the processes involved in applying procedural knowledge to philosophical contexts and deconstructing ideas, information and argument to examine constituent parts and ascertain the relationships between these.

2.2.1 Objectives

By the conclusion of the course of study, students should:

- interpret ideas and information
- deconstruct arguments into constituent parts
- determine relationships within and between ideas, arguments and theories
- select and sequence subject matter.

When students interpret ideas and information, they make meaning of data and information using learnt knowledge, and may represent information in a different way to clarify meaning.

When students deconstruct arguments into constituent parts, they break down material, information and arguments into components to be able to more closely examine them.

When students determine relationships within and between ideas, arguments and theories, they examine how parts relate to others, identifying connections, similarities and differences. They assign significance to parts, identify claims and counterclaims. They may represent this information in diagrammatic or other illustrative ways.

When students select and sequence subject matter, they choose and organise subject matter and in doing so use paragraphing, genre, mode and referencing conventions.

2.3 Dimension 3: *Evaluation and synthesis*

The dimension *Evaluation and synthesis* encompasses the bringing together of ideas, constructing arguments, using evidence, making judgments and decisions, and justifying points of view and conclusions.

2.3.1 Objectives

By the conclusion of the course of study, students should:

- synthesise ideas and information
- evaluate philosophical theories, views and issues
- make and justify conclusions
- create arguments that communicate meaning and points of view.

When students synthesise ideas and information, they bring disparate ideas together, discard irrelevant material and assemble information.

When students evaluate philosophical theories, views and ideas, they use criteria and evidence to inform decisions and judgments.

When students make and justify conclusions, they make suppositions and decisions, draw conclusions and substantiate these with evidence gained from research and reasoning.

When students create arguments, they organise synthesised information (including evaluations, conclusions and justifications) into a whole to communicate meaning. The discourse of argument will state or defend a position. They will choose argumentative strategies to strengthen their points of view.

3 Course organisation

3.1 Course overview

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this syllabus is 55 hours per semester. A course of study will usually be completed over four semesters (220 hours).

3.1.1 Planning for a course of study

When planning a four-semester course of study, the developmental principles of increasing levels of challenge and increasing independence should be considered and applied to learning experiences and assessment opportunities.

Increasing levels of challenge refers to the breadth and depth of knowledge, understanding and skills. Breadth refers to the range and extent of knowledge, understanding and skills associated with concepts, methods, principles, theories, procedures and techniques. Depth refers to the increasing complexity of understanding of ideas, arguments and theories. Increasing levels of challenge also refers to increasing the demands made on students as they progress through learning experiences and assessment opportunities from one unit to the next and across the course of study.

Increasing independence develops as students are required to accept responsibility for their own learning across the course. For example, early in the course students are provided with assisted and modelled learning and strongly scaffolded assessment, while later in the course, students use this prior learning to independently find resources, think more independently and complete less scaffolded assessment.

Across a four-semester course of study there must be:

- at least three topics, other than the core topic, used to construct six to eight units of work
- coverage of the core prior to verification.

3.1.2 Core

Topic 1: Fundamentals of argument comprises the core for this subject. Coverage of all the content of the core is required by verification.

Schools may choose to teach the core as a discrete unit or units, either at the beginning of the course or at the beginning of each year of the course. The core must then be integrated into units and further developed throughout the course.

Alternatively, the core may be integrated across units of work and not delivered as a discrete unit. Schools choose the depth to which they will explore the core applicable to the units they undertake.

Coverage of the entire core is not required to be explicit in verification or exit folios. However, through student work, it must be evident that the core has informed and strengthened the philosophical discourse of students.

The following table outlines the guiding questions and required content of the core topic.
In answering the guiding questions schools may add to, expand upon or delve deeper into the required content.

Topic 1: Fundamentals of argument

Description	
An *argument*, in philosophical terms, is an intellectual process whereby a connected series of statements are intended to establish a proposition. To assess an argument is to assess a truth claim and is therefore foundational to both the process of critical inquiry and our knowledge about the world.	
Guiding questions	**Required content**
What are the elements of arguments?	· propositions · premises · conclusions · assumptions and tacit premises
How can arguments be structured?	· deductive and inductive arguments · generalisations and analogies · necessary and sufficient conditions
How can arguments be evaluated?	· validity · soundness · strength
What are fallacies of reasoning?	· illicit appeal · assumption · scope · ambiguity · cognitive bias
What are the elements of argument construction and execution?	· standard argument technique · direct and indirect arguments · onus of proof · principle of charity · fallibilism
What are the tools of formal logic and how can these inform critical reasoning?	· standard form, including syllogisms · propositional operators · translating to and from symbolic logic · deductive proof methods, including Venn diagrams and truth tables · counter examples

3.1.3 Electives

There are nine elective topics described in this section. Schools must choose at least three elective topics from which they will develop units of work. Two units based on the same topic may not be undertaken in the same year of the course.

Most topics provide guiding questions as an aid for teachers in the construction of their units of work. These guiding questions are not the only ones that may be posed. Each topic encourages the exploration of epistemological and metaphysical questions.

The suggested content provides a guide to the knowledge, understanding and skills that should be included when students seek to answer the guiding question.

The list of philosophers provided at the end of each topic is not intended to be prescriptive or exhaustive. Other thinkers, who may not be identified as philosophers, could be included and studied within a unit.

The elective topics are:

- Topic 2: Causation
- Topic 3: Moral philosophy
- Topic 4: Social and political philosophy
- Topic 5: Philosophy of mind
- Topic 6: Philosophy of religion
- Topic 7: Philosophy of science
- Topic 8: Philosophy of art
- Topic 9: Philosophical thinkers and schools of thought
- Topic 10: School-based option.

Topic 2: Causation

Description	
Causation (or causality) is the study of the relationship between two events, in which one is a consequence of the other. To say that event A causes event B is to call A the cause and B the effect.	
Guiding questions	**Suggested content**
How can we determine causal relationships? · What does it mean that A causes B? · What things suggest a causal relationship?	· Aristotle's four causes · (material, formal, efficient and final) · teleological causation · proximate and ultimate causation · necessary and sufficient conditions · Mill's methods of determining causality · correlation and causation · Hume's criteria for causation · post hoc ergo propter hoc fallacy (false cause)
What are the types of causality? · Are all causal relationships the same? · What is physical causality? · What does it mean to say relationships are logically causal? · How is causation treated in science?	· deductive certainty · inductive strength · contributory factors · proof in science · causation in complex systems · (e.g. social — Domino effect) · chaos theory · determinism · implications for free will · compatibilism · entropy and the arrow of time · quantum physics and randomness · the anthropic principle of the universe's existence
Suggested philosophers	
Aristotle, Bacon, Davies, Dennett, Hawking, Hume, Mill, Russell	

Topic 3: Moral philosophy

Description
Moral philosophy is the study of ethical theories in an attempt to understand how we should live our lives. It is often divided into three sections: · *meta-ethics* deals with questions about the nature of morality, including how morals might be said to exist · *normative ethics* is concerned with developing ethical theories to guide our actions · *applied ethics* considers particular cases and situations. Understanding philosophical concepts such as rightness, duty, freedom, and virtue is vital if such a discussion is to be informed, rational and convincing.

Guiding questions	Suggested content
What is the nature of morality? · Do morals exist? · What are the sources of morality? · Are there absolute rights and wrongs?	· theory of forms · religion / natural law · human nature · culture · moral relativism, objectivism and absolutism · evolution of morality
How do I know what is right? · How is 'good' related to pleasure and happiness? · Do I have particular duties? · Are the consequences of actions all that matter? · Is there a connection between morality and character? · Do I owe a greater duty to myself than others?	· categorical imperative · epicureanism · ethical egoism · the good life · hedonism · stoicism · utilitarianism · virtue ethics
How do people live moral lives? · Why should I be moral? · How do we apply ethical theory to contemporary issues? · How far does my moral responsibility extend?	· state of nature · bioethics · conflict · business ethics · environmental ethics · distribution of wealth

Suggested philosophers
Aristotle, Bentham, Harris, Hume, Kant, Mill, Plato, Rawls, Singer

Topic 4: Social and political philosophy

Description	
Social and political philosophy is philosophical reflection on how best to arrange collective life. This includes an analysis of political institutions, economic systems and social practices.	
Guiding questions	**Suggested content**
Why should I be governed? · Do humans need to be a part of a society to flourish as an individual? · How do I consent to be governed? · What is the purpose of government?	· human nature · the 'state of nature' · the social contract · civil duties · revolution
What are the principles by which we should be governed? · What is freedom? · What is equality? · What is justice? · What legitimises rights?	· fairness · justice · positive and negative freedom · crime and punishment · declaration of human rights · protection of self · sources of rights · rights and responsibilities · political ideology
What are the challenges of government? · How should government balance the needs of the individual with the needs of the many? · How should government prioritise the needs of its citizens against citizens of other states? · What right does a government have to interfere in the workings of other countries?	· censorship · distributive justice · globalisation · Just War theory · nationalism · terrorism · civil disobedience
What determines the nature of government? · What are the forms of government? · What legitimises a government's claim to authority? · What is the role of the citizen in various forms of government?	· democracy · dictatorship · communism · anarchy · oligarchy · socialism
Suggested philosophers	
Berlin, Confucius, Dworkin, Hobbes, Hume, Jefferson, Kant, Locke, Machiavelli, Marx, Mill, Nozick, Orwell, Paine, Plato, Popper, Rawls, Rousseau, Russell, Sartre, Smith, Spinoza	

Topic 5: Philosophy of mind

Description	
Philosophy of mind is philosophical reflection on the metaphysical nature of the mind and the epistemological concerns with justifying any such claim.	
Guiding questions	**Suggested content**
What is the nature of the mind? · What do we mean by 'mind'? · Does the mind exist? · Is there a soul and is it connected to the mind? · Is there a mental world? · How can the physical world and mental world interact? · What is 'subjective experience'?	· monism, dualism, physicalism, idealism, realism, occasionalism, epiphenomenalism · the inconsistent tetrad · artificial intelligence (AI) · philosophical zombies · the problem of interaction · *a priori* and *a posteriori* knowledge · tabula rasa · substance and property dualism · mind–body problem
Is the mind separate from the body? · Is the mind simply the brain? · Could the mind exist outside the body? · How do the mind and body interact? · Could computers have a mind?	· parallelism · functionalism · artificial intelligence (AI)
How do we know there are other minds? · How can we know about other minds? · Do animals have minds?	· solipsism · theories of mind
What is the nature of consciousness? · What is the nature of conscious experience? · Are humans the only conscious animals? · Can machines be conscious? · How does the outside world enter the brain? · What is the role of language in consciousness?	· artificial intelligence (AI), weak and strong · sense data and sense perception · epiphenomenalism · solipsism · Turing test
What is the nature of experience?	· brain states · naturalistic theories of experience · consciousness and the nature of experience
Suggested philosophers	
Aristotle, Berkeley, Chalmers, Dennett, Descartes, Deutsch, Hegel, Hume, Kant, Locke, Minsky, Nagel, Putnam, Quine, Rorty, Russell, Ryle, Searle, Turing	

Topic 6: Philosophy of religion

Description	
Philosophy of religion examines the nature of religion, explores rational arguments for and against various religious views, analyses the nature of religious language and explores the relationship between belief, faith and reason. While the Western philosophical tradition focuses its inquiry on the Abrahamic faiths, attention can also be given to religions such as Buddhism, Hinduism and indigenous belief systems.	
Guiding questions	**Suggested content**
What is the nature of religious language?	
· How can 'religion' be defined?	· concepts of personality, transcendence, immanence, omnipotence, omniscience, moral perfection, necessary existence
· What does the term 'God' mean, or alternatively, the 'Ultimate' or 'Essential'?	· theism, deism, pantheism, atheism · allegory, metaphor and analogy as against literal truth
What does 'truth' mean in a religious context?	
· How is truth determined?	· correspondence (realist) and coherence (anti-realist) theories of truth · verificationism · falsification · exegesis as against intuitive or experiential knowledge
· Can God's existence, or alternatively, conceptions such as the Emptiness or Nirvana, be established by rational argument?	· cosmological argument · argument to design · ontological argument · argument from religious experience · argument from morality
· Does the presence of evil and suffering challenge a theistic conception of God?	· logical and evidential problem of evil/suffering · alternative explanations for suffering drawn from Eastern philosophy, e.g. Four Noble Truths
· Can a belief in miracles be logically sustained?	
· Is a belief in immortality and eternal life logically coherent?	
What is the relationship between faith, reason and belief?	· Pascal's wager · fideism
How do recent or current issues illustrate debates within *Philosophy of religion*?	· the teaching of creationism, intelligent design and evolution · the role of religious belief and discourse in secular society
Suggested philosophers	
Anselm, Aquinas, Aristotle, Ayer, Cupitt, Darwin, Descartes, Epicurus, Flew, Hick, Hume, Irenaeus, James, Kant, Kierkegaard, Lewis, Mackie, Pascal, Plantinga, Siddhartha Gautama, Swinburne, Williams	

Topic 7: Philosophy of science

Description	
Philosophy of science examines the assumptions, methodology and claims of science, including issues of truth and proof.	
Guiding questions	**Suggested content**
What are the assumptions of science? · Is there an external reality independent of human observation? · How can we best learn about the world? · What is the nature of scientific evidence? · How does the term 'logical' apply to the world?	· realism vs. idealism · materialism · philosophical naturalism · methodological naturalism · instrumentalism
What are the methodologies of science? · Is there such a thing as a 'scientific method'? · How does the practice of science relate to the public understanding of science? · What is the distinction between science and pseudoscience? · Does the word 'knowledge' mean the same thing in science as in other areas such as religion and aesthetics?	· empiricism and rationalism · experimentation · scientific theories · laws of science · the nature of proof · double-blind experiments · falsification · reductionism · paradigm shifts
What are the limitations of science? · What might be considered 'scientific' questions? What might not? Why? · Is science the best way to learn about the physical world? · Can human experiences transcend the physical world?	· chaos theory · emergent properties · computability · quantum physics · consciousness
Suggested philosophers	
Aristotle, Bacon, Dennett, Descartes, Deutsch, Einstein, Feyerabend, Galileo, Hayek, Hume, Kuhn, Leibnitz, Mach, Nagel, Ockham, Peirce, Popper, Putnam, Newton, Quine, Rorty, Russell	

Topic 8: Philosophy of art

Description	
Philosophy of art, also known as *aesthetics*, concerns itself with the investigation of concepts and beliefs associated with artistic experience.	
Guiding questions	**Suggested content**
What constitutes art?	· avant-garde
How does art communicate meaning? · How do aesthetic judgments differ in nature from other kinds of judgments? · Is objectivity possible in aesthetic evaluation?	· nature of aesthetic judgment (Kant)
What is the relationship between art and … · truth? · beauty? · morality?	· art as metaphor · modes of expression in art
Why is art valued? · What is the role of art, and the artist, in society?	· art as significant form · modes of representation in art, e.g. - Plato and Aristotle's conception of mimesis - radical conventionalism
Suggested philosophers	
Aristotle, Bell, Clarke, Confucius, Dewey, Hume, Kant, Lessing, Plato, Schopenhauer	

Specific advice for Topics 9 and 10

Schools choosing to undertake Topic 9 are required to provide this as the sample unit for their work program unless they have also chosen Topic 10, in which case the unit developed from Topic 10 is required. Through the unit overview schools must demonstrate that there will be sufficient scope and depth of student learning to meet the dimensions and objectives as well as the exit standards. The subject matter of the unit must differ significantly from other areas investigated in the school's program.

Topic 9: Philosophical thinkers and schools of thought

Description		
The study of the ideas of a particular philosopher or school of philosophical thought can be both instructive and challenging. This elective provides students with the opportunity to appreciate the ideas of a significant philosopher or philosophy, and in the process develop their skills in logical analysis and critical reasoning.		
Suggested content		
When undertaking Topic 9, the student would initially analyse and evaluate a significant philosophical school or a significant philosophical thinker, either individually or in interaction with other thinkers. Then, as an assessment opportunity, the student would explore how the ideas of that significant philosophical school or significant philosophical thinker assist in the interpretation and understanding of a contemporary issue or philosophical discourse.		
Suggested philosophical schools of thought	**Suggested philosophers**	
· consequentialism · cynicism · deontologists · determinism · Eastern philosophy (e.g. of India, China, Japan) · empiricism · epicureanism · existentialism · idealism · feminist philosophy · libertarianism · linguistic philosophy · logical atomism · logical positivism · monism · nihilism · non-cognitivism · philosophy of mathematics · pragmatism · rationalism · realism · scepticism · stoicism	· Aquinas · Arendt · Aristotle · Augustine · Bentham · Berkeley · Chomsky · Confucius · de Beauvoir · Derrida · Descartes · Dewey · Diogenes · Epicurus · Foucault · Frege · Hegel · Heidegger · Hobbes · Hume	· Kant · Kierkegaard · Lao Tzu · Locke · Marx · Mill · Nietzsche · Plato · Popper · Rousseau · Russell · Sartre · Schopenhauer · Singer · Socrates · Spinoza · Taylor · Voltaire · Wittgenstein · Zeno

Topic 10: School-based option

Description
A *school-based* unit enables schools to devise their own philosophical in-depth study.
Suggested content
Schools choosing this option must provide this as the sample unit in their work program. The unit must: · only be used to develop one unit of work · combine a maximum of two existing topics · deal with subject matter that is discreet, i.e. the subject matter can't be undertaken in any of the topics · reflect the appropriate stage of the course in which the unit is delivered · develop core knowledge, skills and understandings · allow the delivery and assessment of the dimensions and objectives.

3.1.4 Units of work

Units of work are developed from topics. A unit of work must have a strong connection to the topic. Not all of the guiding questions or suggested content from a topic need be used in the construction of a unit of work. It is a requirement that the work of philosophers be evident in each unit of work.

Schools must complete at least six units of work across the two year course of study or a maximum of eight if the core is introduced as foundational units.

Schools need to consider the sequence of units to ensure the developmental nature of the course. The choice and the sequence of units are especially important for those schools with composite classes.

3.1.5 Using inquiry when constructing units of work

The skills that develop an inquiring mind need nurturing and require explicit teaching. An inquiry approach may underpin teaching and learning in this subject.

An inquiry builds on students' prior knowledge and experience, and generally includes the following phases:

- framing and focusing questions (define)
- locating, organising and analysing evidence (analyse)
- pulling information or ideas together (synthesise)
- evaluating and reporting conclusions, justifying decisions (evaluate/justify)
- communicating ideas and arguments (communicate)
- reconsidering consequences and outcomes of each phase (reflect).

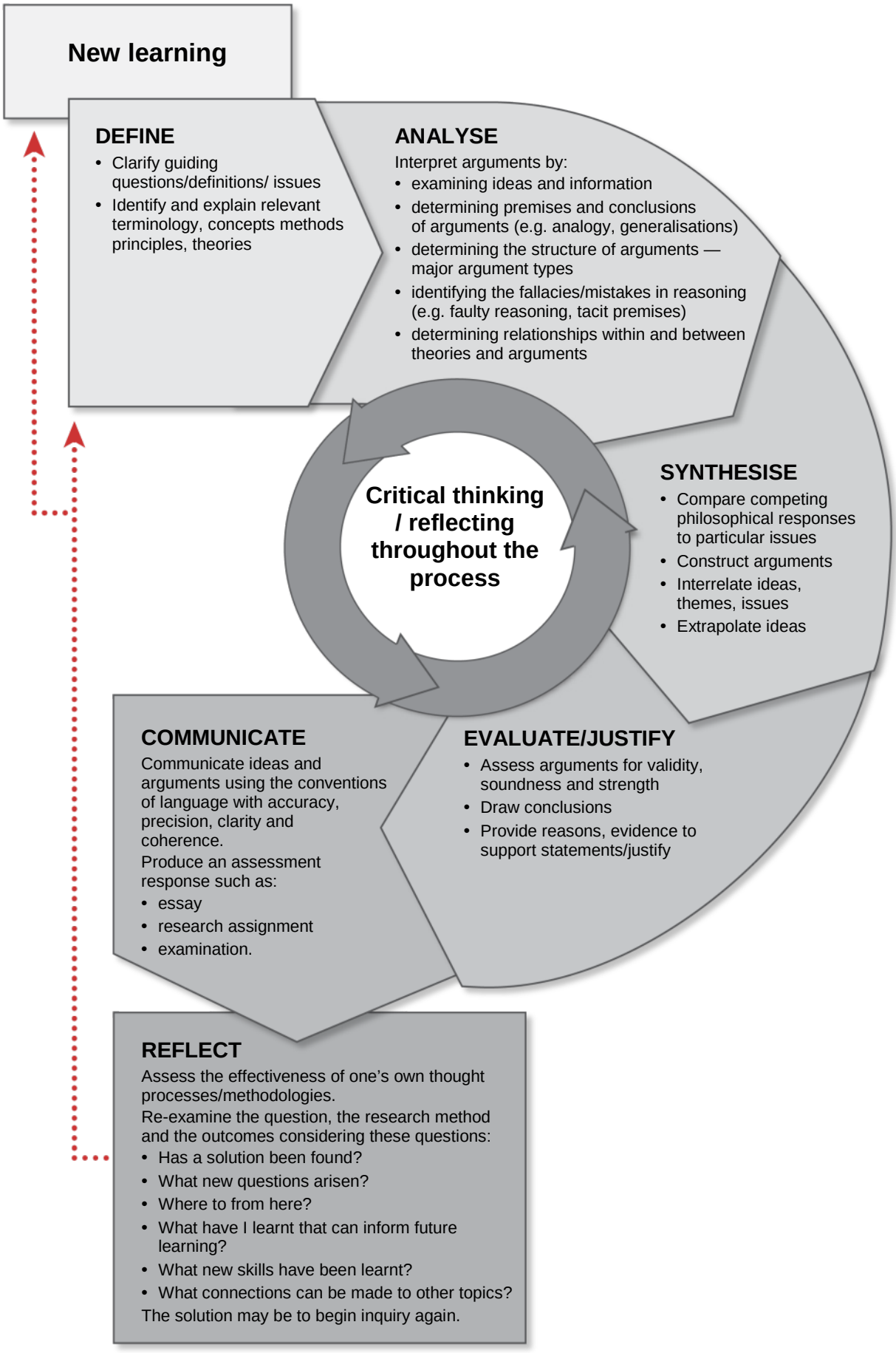
Inquiry involves a recursive and reflective return to earlier steps, either to monitor progress or to adapt and adjust the questions or hypothesis in relation to new information. Such metacognitive reflection applies not only to the conclusions of the research but also to the conduct of the inquiry itself.

Inquiry requires careful analysis of the information acquired and emphasis should be placed on increasing student awareness of ways in which the application of an inquiry process may serve to determine outcomes. In analysing data collected by others, ensure students are aware of variables that can affect the collection and validity of this data and avoid making unsupported generalisations.

Evaluation and synthesis must be supported by the processing of data and evidence. According to the nature of the task, the student may wish to make further recommendations, take action on the conclusions reached or suggest follow-up research.

Figure 1 on the following page draws upon the relevant common curriculum elements (CCEs) for this subject in the description of the inquiry phases.

Figure 1: Inquiry in *Philosophy and Reason*



3.2 Advice, guidelines and resources

The following advice, guidelines and resources support the implementation of the syllabus. Where indicated further information may be obtained from the *Philosophy and Reason* subject page of the QCAA website www.qcaa.qld.edu.au/30308.html.

3.2.1 Aboriginal and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QCAA is committed to helping achieve this vision and encourages teachers to include Aboriginal and Torres Strait Islander perspectives in the curriculum.

The Queensland Curriculum and Assessment Authority (QCAA) recognises Aboriginal and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. To strengthen students' appreciation and understanding of the first peoples of the land, opportunities exist in the syllabus to encourage engagement with Aboriginal and Torres Strait Islander:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

Subject-specific resources are available on the *Philosophy and Reason* subject page www.qcaa.qld.edu.au/30308.html. In addition, guidelines about Aboriginal and Torres Strait Islander perspectives and resources for teaching are available on the QCAA website www.qcaa.qld.edu.au/577.html.

3.2.2 Composite classes

This syllabus enables teachers to develop a course of study that caters for a variety of ways to organise learning, such as combined Years 11 and 12 classes, combined campuses, or modes of delivery involving periods of student-managed study. This resource provides guidelines about composite classes.

3.2.3 Embedding educational equity in the course of study

Equity means fair treatment of all. In developing work programs from this syllabus, schools need to provide opportunities for all students to demonstrate what they know and what they can do. All students, therefore, should have equitable access to educational programs and human and material resources.

In addition to the subject-specific resources available on the *Philosophy and Reason* subject page, guidelines about educational equity and resources for devising an inclusive work program are available on the QCAA website www.qcaa.qld.edu.au/10188.html.

3.2.4 Language education in *Philosophy and Reason*

It is the responsibility of teachers to develop and monitor students' abilities to use the forms of language appropriate to their own subject areas. This involves providing opportunities for the development of students' abilities in:

- selection and sequencing of information required in various forms (such as reports, essays, interviews and seminar presentations)
- use of technical terms and their definitions
- use of correct grammar, spelling, punctuation and layout.

3.2.5 Learning experiences and sample resources

This resource provides guidelines for learning experiences and sample resources, which may include units of work.

3.2.6 Mathematical concepts in *Philosophy and Reason*

It is the responsibility of teachers to develop and monitor students' abilities to use mathematical concepts appropriate to their own subject areas. This involves providing opportunities for the development of students' abilities to:

- comprehend basic concepts and terms underpinning the areas of number, space, probability and statistics, and measurement
- extract, convert or translate information given in numerical forms, or as diagrams, maps, graphs or tables
- calculate and apply procedures
- use skills or apply concepts from one problem or one subject to another.

3.2.7 Reference materials

This resource provides links to reference materials, text and reference books, websites, newspaper reports, periodicals, electronic media and learning technology, and organisations and community resources for the subject.

3.2.8 Work program requirements

A work program is the school's plan of how the course of study will be delivered and assessed, based on the school's interpretation of the syllabus. It allows for the special characteristics of the individual school and its students.

Work program requirements are available on the *Philosophy and Reason* subject page of the QCAA website www.qcaa.qld.edu.au/30308.html.

Instructions for online submission of work programs are available from https://www.qcaa.qld.edu.au/wponline/login.qcaa.

4 Assessment

Assessment is an integral part of the teaching and learning process. For Years 11 and 12 it is the purposeful, systematic and ongoing collection of information about student learning outlined in the senior syllabuses.

In Queensland, assessment is standards based. The standards for each subject are described in dimensions, which identify the valued features of the subject about which evidence of student learning is collected and assessed. The standards describe the characteristics of student work.

The major purposes of assessment in senior Authority subjects are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable levels of achievement in each Authority subject which may contribute credit towards a Queensland Certificate of Education
- provide base data for tertiary entrance purposes
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

4.1 Principles of exit assessment

All the principles of exit assessment must be used when planning an assessment program and must be applied when making decisions about exit levels of achievement.

A standards-based assessment program for the four-semester course of study requires application of the following interdependent principles:

- information is gathered through a process of continuous assessment, i.e. *continuous assessment*
- balance of assessment is a balance over the course of study and not necessarily a balance over a semester or between semesters, i.e. *balance*
- exit levels of achievement are devised from student achievement in all areas identified in the syllabus as being mandatory, i.e. *mandatory aspects of the syllabus*
- assessment of a student's achievement is in the significant aspects of the course of study identified in the syllabus and the school's work program, i.e. *significant aspects of the course of study*
- selective updating of a student's achievement is undertaken over the course of study, i.e. *selective updating*
- exit assessment is devised to provide the fullest and latest information on a student's achievement in the course of study, i.e. *fullest and latest information*.

4.1.1 Continuous assessment

Judgments about student achievement made at exit from a course of study must be based on an assessment program of continuous assessment.

Continuous assessment involves gathering information on student achievement using assessment instruments administered at suitable intervals over the developmental four-semester course of study.

In continuous assessment, all assessment instruments have a formative purpose — to improve teaching and student learning and achievement.

When students exit the course of study, teachers make a summative judgment about their levels of achievement in accordance with the standards matrix.

The process of continuous assessment provides the framework in which the other five principles of exit assessment operate: *balance*, *mandatory aspects of the syllabus*, *significant aspects of the course of study*, *selective updating*, and *fullest and latest information*.

4.1.2 Balance

Judgments about student achievement made at exit from a course of study must be based on a balance of assessments over the course of study.

Balance of assessment is a balance over the course of study and not a balance within a semester or between semesters.

Balance of assessment means judgments about students' achievements of the dimensions and objectives are made a number of times using a variety of assessment techniques and a range of assessment conditions over the developmental four-semester course of study.

See also Section 4.6, Verification folio requirements.

4.1.3 Mandatory aspects of the syllabus

Judgments about student achievement made at exit from a course of study must be based on mandatory aspects of the syllabus.

The mandatory aspects are:

- the dimensions *Knowledge and understanding*, *Application and analysis* and *Evaluation and synthesis*
- elements from Topic 1: Fundamentals of argument, as evident in Year 12 units of work.

To ensure that the judgment of student achievement at exit from a four-semester course of study is based on the mandatory aspects, the exit standards for the dimensions stated in the standards matrix must be used (see Section 4.8.2, Awarding exit levels of achievement).

4.1.4 Significant aspects of the course of study

Judgments about student achievement made at exit from a course of study must be based on significant aspects of the course of study.

Significant aspects are those areas described in the school's work program that have been selected from the choices permitted by the syllabus to meet local needs.

The significant aspects must be consistent with the objectives of the syllabus and complement the developmental nature of learning in the course of study over four semesters.

4.1.5 Selective updating

Judgments about student achievement made at exit from a course of study must be selectively updated throughout the course of study.

Selective updating is related to the developmental nature of the course of study and works in conjunction with the principle of fullest and latest information.

As subject matter is treated at increasing levels of complexity, assessment information gathered at earlier stages of the course of study may no longer be representative of student achievement. Therefore, the information should be selectively and continually updated (and not averaged) to accurately represent student achievement.

Schools may apply the principle of selective updating to the whole subject group or to individual students.

Whole subject-group

A school develops an assessment program so that, in accordance with the developmental nature of the course of study, later assessment information based on the same groups of objectives replaces earlier assessment information.

Individual student

A school determines the assessment folio for verification or exit (post-verification). The student's assessment folio must be representative of the student's achievements over the course of study. The assessment folio does not have to be the same for all students; however, the folio must conform to the syllabus requirements and the school's approved work program.

Selective updating must not involve students reworking and resubmitting previously graded responses to assessment instruments.

4.1.6 Fullest and latest information

Judgments about student achievement made at exit from a course of study must be based on the fullest and latest information available.

- *Fullest* refers to information about student achievement gathered across the range of objectives.
- *Latest* refers to information about student achievement gathered from the most recent period in which achievement of the objectives is assessed.

As the assessment program is developmental, fullest and latest information will most likely come from Year 12 for those students who complete four semesters of the course of study.

The fullest and latest assessment information on mandatory and significant aspects of the course of study is recorded on a student profile.

4.2 Planning an assessment program

To achieve the purposes of assessment listed at the beginning of this section, schools must consider the following when planning a standards-based assessment program:

- dimensions and objectives (Section 2)
- course organisation (Section 3)
- principles of exit assessment (Section 4.1)
- variety in assessment techniques and conditions over the four-semester course of study (Section 4.5)
- verification folio requirements, i.e. the range and mix of assessment instruments necessary to reach valid judgments of students' standards of achievement (Section 4.6)
- post-verification assessment (Section 4.6.1)
- exit standards (Section 4.7).

In keeping with the principle of continuous assessment, students should have opportunities to become familiar with the assessment techniques that will be used to make summative judgments.

Further information can be found on the *Philosophy and Reason* subject page of the QCAA website www.qcaa.qld.edu.au/30308.html.

4.3 Special provisions

Guidance about the nature and appropriateness of special provisions for particular students are described in QCAA's *Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects* (2009), www.qcaa.qld.edu.au/2132.html.

This statement provides guidance on responsibilities, principles and strategies that schools may need to consider in their school settings. Reasonable adjustments to students with specific educational needs must be planned and negotiated as early as possible so that students can be provided with appropriate support in order to commence, participate and complete course of study requirements. The special provisions might involve alternative teaching approaches, assessment plans and learning experiences.

4.4 Authentication of student work

It is essential that judgments of student achievement be made on genuine student assessment responses. Teachers should ensure that students' work is their own, particularly where students have access to electronic resources or when they are preparing collaborative tasks.

The QCAA's *A–Z of Senior Moderation* contains a strategy on authenticating student work www.qcaa.qld.edu.au/10773.html. This provides information about various methods teachers can use to monitor that students' work is their own. Particular methods outlined include:

- teachers seeing plans and drafts of student work
- student production and maintenance of evidence for the development of responses
- student acknowledgment of resources used.

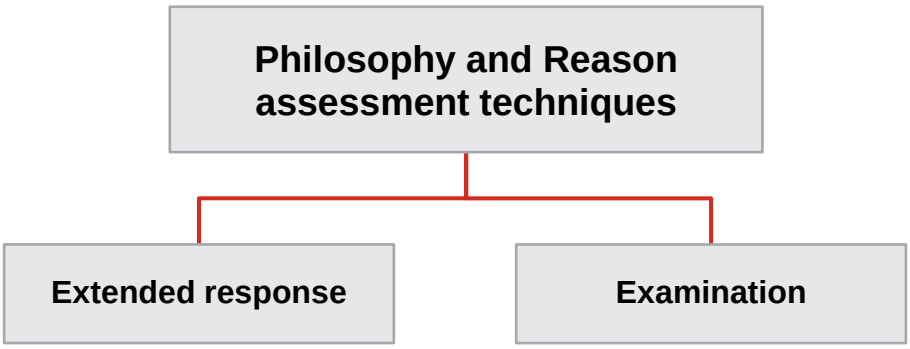
Teachers must ensure students use consistent accepted conventions of in-text citation and referencing, where appropriate.

Further advice on drafting of student assessment responses is available on the *Philosophy and Reason* subject page of the QCAA website www.qcaa.qld.edu.au/30308.html.

4.5 Assessment techniques

The assessment techniques relevant to this syllabus are identified in the diagram below, and described in detail in Sections 4.5.3 and 4.5.4.

Figure 2: Philosophy and Reason assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors for the dimension/s to be assessed. The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is informed by the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Section 4.8.2, Awarding exit levels of achievement). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

The assessment instruments students respond to in a Year 11 assessment program should support those included in Year 12.

The conditions of assessment, possible modes for assessment and supporting evidence are identified and described below.

4.5.1 Conditions of assessment

Over a four-semester course of study, students are required to complete assessment under a range of conditions (see Section 4.1.2, Balance).

Conditions may vary according to assessment. Conditions should be stated clearly on assessment instruments and may include:

- whether supervised or unsupervised
- indicating individual, group or team
- stating time allowed (with perusal time as needed)
- stating length required
- using seen or unseen questions
- using sources or technologies.

Where support materials or technologies (e.g. notes, calculators or computers) are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

4.5.2 Modes of assessment

Assessment techniques may be presented in a variety of modes, e.g. written, spoken/signed and multimodal. An assessment response is communicated to an audience for a particular purpose which may influence the type of text, language features and other textual features used in the response. Purposes may include analysing; persuading; arguing; informing; presenting investigative, experimental or field-based findings; creating; performing; showcasing; reviewing a text or situation; completing calculations or solving problems.

Referencing conventions must be followed regardless of the mode of assessment.

Written responses

Written responses require students to communicate a written assessment response to an audience for a particular purpose.

Spoken responses

Spoken responses require students to present a spoken assessment response to a live or virtual audience (i.e. using technology) for a particular purpose.

Multimodal responses

A multimodal response uses a combination of at least two modes to communicate an assessment response to a live or virtual audience for a particular purpose.

Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Each of the selected modes contributes significantly to the multimodal response.

Different technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response — that is to all modes used to communicate the response.

Supporting evidence

Supporting evidence is required to substantiate decisions made on spoken and multimodal responses for monitoring, verification and exit purposes. Evidence to support spoken or multimodal responses may include:

- research/data analyses
- notes or annotations
- summary of findings
- journal entries or log book
- seminar brief or conference paper
- a recording of the response (as appropriate).

4.5.3 Extended response

Purpose

Extended response assesses the sustained application of higher order cognition (analysis, interpretation, evaluation, and development and justification of ideas and argument) in responding to research or stimulus materials. Students respond to philosophical thought and argument and analyse, interpret and evaluate data and information to develop and justify ideas and positions.

Dimensions to be assessed

The dimensions to be assessed should be clearly stated on assessment instruments. This assessment technique is best used to determine student achievement in objectives from the dimensions:

- *Knowledge and understanding*
- *Application and analysis*
- *Evaluation and synthesis.*

Types of extended response

Extended research response

- Involves students collecting, selecting, organising and using information that goes beyond the data students have been given and the knowledge they currently possess.
- Occurs over a set period of time; students may use class time and their own time to conduct research and develop a response.

Extended response to stimulus

- Involves students answering a question or providing a perspective or developing a philosophical discourse related to the topic under study.
- Occurs over a set period of time; students may use class time and their own time to develop a response.
- Stimulus materials are known or provided materials/sources and concepts.
- While research may occur in the writing of the response, it is not the focus of this technique.
- Students respond to a seen question or statement using data, researched information, primary and/or secondary sources.

Possible assessment instruments

Assessment instruments that may be developed to assess extended response include:

- essay, e.g. analytical, persuasive/argumentative, informative
- report, e.g. investigative, experimental, field-based, practical, historical, action research
- article, e.g. magazine or journal, may be analytical, persuasive, informative
- review, e.g. literature, film
- speech, e.g. analytical, persuasive/argumentative or informative
- interview or debate
- news segment or documentary
- webcast or podcast
- a presentation combining speaking with data presentation or slide show
- a seminar combining speaking with visual prompts, e.g. posters, brochures, handouts
- a digital presentation or documentary combining images, sound bites, blog entries and embedded videos.

Assessment conditions	Year 11	Year 12
Written: · extended research response · extended response to stimulus	 800–1000 words 600–1000 words	 1000–1500 words 800–1200 words
Spoken:	3–4 minutes	4–5 minutes
Multimodal:	3–5 minutes	5–7 minutes

Further guidance

Teachers wishing to offer an extended response as a test (i.e. supervised conditions) please refer to the assessment technique: Examination (Section 4.5.4).

4.5.4 Examination

Purpose

This technique assesses the application of a range of cognition (knowledge, understanding, application, analysis, evaluation) to responses completed under supervised conditions.

Dimensions to be assessed

The dimensions to be assessed should be clearly stated on assessment instruments. This assessment technique is best used to determine student achievement in objectives from the dimensions:

- *Knowledge and understanding*
- *Application and analysis*
- *Evaluation and synthesis.*

Types of examination

Short response test

- Typically consist of a number of items, which involve students responding to questions, diagrams, tables, statements, quotes, passages, articles.
- Occur under supervised conditions; students produce work individually and in a set time to ensure authenticity.
- Items will be in response to questions or statements which are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used and may be seen or unseen.
- Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.
- Items may include activities that require:
  - explanations longer than one sentence
  - ideas maintained, developed and justified
  - full sentence responses, constructing a piece of prose that may have one or several paragraphs.
- Items may require students to construct, use, interpret or analyse primary or secondary data, graphs, tables or diagrams, exerts from text or philosophical statements, media messages, scholarly articles or hypotheses.
- Items may include multiple-choice and sentence answers. These types of questions, while useful for assessing content knowledge, are difficult to construct if trying to elicit meaningful higher order cognitive responses.

Extended response test

- Require students to demonstrate sustained analysis, synthesis and evaluation in their responses.
- Occur under supervised conditions; students produce work individually in a set time to ensure authenticity.
- Students respond to stimulus (materials/sources/concepts) that may be seen or unseen, and a seen or unseen question or statement. In Year 12 the question will be unseen.
- When an extended response is chosen for an exam, it is best if it is the only item, as this will better allow students to demonstrate the full range of standards.

Assessment conditions	Year 11	Year 12
Recommended duration:	1–1.5 hours	1.5–2 hours
Short response test:	50–250 words per response	50–250 words per response
Extended response test:	400–600 words per response	600–800 words per response

Further guidance

Teachers wishing to offer an extended response but not as a test (i.e. not under supervised conditions) please refer to the assessment technique: Extended response (Section 4.5.3).

4.6 Verification folio requirements

A verification folio is a collection of a student's responses to assessment instruments on which the interim level of achievement is based. For students who are to exit after four semesters, each folio should contain the range of assessments for making summative judgments as stated below.

Students' verification folios for *Philosophy and Reason* are to contain a minimum of four and a maximum of six assessment instruments and the relevant student responses. Each folio must include:

- evidence of student work from Year 12 only
- student responses to the following assessment instruments
  - at least one examination, requiring an extended response to an unseen question
  - a written extended response
  - at least one other written response
- at least four instruments that assess all dimensions
- a student profile completed to date.

For information about preparing monitoring and verification submissions, schools should refer to QCAA's *Moderation handbook for Authority subjects*, www.qcaa.qld.edu.au/10773.html.

4.6.1 Post-verification assessment

In addition to the contents of the verification folio, there must be at least one subsequent summative assessment in the exit folio completed after verification. For this syllabus, students are to complete an assessment that assesses all three dimensions and is representative of the stage of the course.

4.7 Exit standards

Exit standards are used to make judgments about students' levels of achievement at exit from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: *Knowledge and understanding*
- Dimension 2: *Application and analysis*
- Dimension 3: *Evaluation and synthesis*.

Each dimension must be assessed in each semester, and each dimension is to make an equal contribution to the determination of exit levels of achievement.

4.8 Determining exit levels of achievement

When students exit the course of study, the school is required to award each student an exit level of achievement from one of the five levels:

- Very High Achievement (VHA)
- High Achievement (HA)
- Sound Achievement (SA)
- Limited Achievement (LA)
- Very Limited Achievement (VLA).

All the principles of exit assessment must be applied when making decisions about exit levels of achievement.

Exit levels of achievement are summative judgments made when students exit the course of study. For most students this will be after four semesters. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four semesters, judgments are made based on the evidence of achievement to that stage of the course of study and the principles of exit assessment.

4.8.1 Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student's responses match the standards descriptors in each dimension. This means that it is not necessary for the student responses to have been matched to every descriptor for a particular standard in each dimension.

4.8.2 Awarding exit levels of achievement

When standards have been determined in each of the dimensions for this subject, the table below is used to award exit levels of achievement, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each level.

Table 1: Exit levels of achievement

VHA	Standard A in any two dimensions and no less than a B in the remaining dimension
HA	Standard B in any two dimensions and no less than a C in the remaining dimension
SA	Standard C in any two dimensions and no less than a D in the remaining dimension
LA	At least Standard D in any two dimensions and an E in the remaining dimension
VLA	Standard E in the three dimensions

Further information is available in the QCAA's *Moderation handbook for Authority subjects*, www.qcaa.qld.edu.au/10773.html.

4.8.3 Standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
Knowledge and understanding	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	· detailed and accurate definitions and effective use of terminology	· accurate definitions and effective use of terminology	· definitions and appropriate use of terminology	· vague definitions or inappropriate use of terminology	· inaccurate definitions or inappropriate use of terminology
	· coherent and comprehensive explanation of relevant concepts, methods, principles and theories	· comprehensive explanation of relevant concepts, methods, principles and theories	· explanation of relevant concepts, methods, principles and theories	· incomplete explanation of concepts, methods, principles and theories	· unclear explanation of concepts, methods, principles and theories
	· accurate execution of complex procedures and techniques of logic and reasoning	· accurate execution of procedures and techniques of logic and reasoning	· execution of basic procedures and techniques of logic and reasoning	· variable execution of basic procedures and techniques of logic and reasoning	· inconsistent execution of basic procedures and techniques of logic and reasoning
	· use of well-chosen language conventions suited to purpose and audience.	· use of appropriate language conventions suited to purpose and audience.	· use of language conventions suited to purpose and audience.	· use of language conventions suited to aspects of the purpose and audience.	· unclear or inconsistent use of language conventions.

	Standard A	Standard B	Standard C	Standard D	Standard E
Application and analysis	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	· detailed and informed interpretation of relevant ideas and information	· informed interpretation of relevant ideas and information	· interpretation of relevant ideas and information	· interpretation of basic ideas and information	· simplistic interpretation of basic ideas or information
	· detailed and accurate deconstruction of relevant arguments into constituent parts	· accurate deconstruction of relevant arguments into constituent parts	· deconstruction of relevant arguments into constituent parts	· deconstruction of arguments into some constituent parts	· simplistic deconstruction of arguments
	· insightful determination of significant relationships within and between ideas, arguments and theories	· informed determination of significant relationships within and between ideas, arguments and theories	· determination of relationships within and between ideas, arguments and theories	· determination of basic relationships within and between ideas, arguments and theories	· simplistic determination of basic relationships within and between ideas, arguments or theories
	· coherent selection and logical sequencing of subject matter.	· effective selection and sequencing of subject matter.	· selection and sequencing of subject matter.	· varied selection and sequencing of subject matter.	· illogical or inappropriate selection and sequencing of subject matter.
Evaluation and synthesis	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	· coherent and thorough synthesis of ideas and information	· coherent synthesis of ideas and information	· synthesis of ideas and information	· superficial synthesis of ideas and information	· simplistic synthesis of some ideas or information
	· insightful evaluation of philosophical theories, views and issues	· considered evaluation of philosophical theories, views and issues	· evaluation of philosophical theories, views and issues	· superficial evaluation of philosophical theories, views and issues	· simplistic evaluation of philosophical theories, views and issues
	· sophisticated and thoroughly justified conclusions	· informed and well justified conclusions	· conclusions with justification	· plausible conclusions with some basic justification	· improbable or some simplistic conclusions
	· sophisticated arguments that thoroughly communicate meaning and points of view.	· informed arguments that effectively communicate meaning and points of view.	· arguments that communicate meaning and points of view.	· superficial arguments that communicate meaning and points of view.	· simplistic arguments that communicate some meaning or points of view.

Glossary

Term	Explanation
accurate	precise, to the point; consistent with a standard
analysis	the dissection of data and information to ascertain and examine constituent parts and/or their relationships
appropriate	fitting, suitable to the context
basic	underdeveloped, simple and straightforward
coherent	orderly, logical and internally consistent; well-structured with all parts consistent with each other
cohesive	characterised by being united, bound together or having integrated meaning
complex	characterised by complicated or involved interactions, relationships or connections of elements, components, parts or steps
comprehensive	thorough and inclusive of a broad coverage of facts, ideas and information
concept	a theoretical construct
considered	thoughtful, to take into account the pros and cons or possibilities of a situation
convincing	persuasive because of clear, definite and strong argument, data and presentation; leaving no doubt
detailed	meticulous, including many of the parts
determination	the act of finding out or ascertaining something, especially as the result of investigation or research
discerning	making thoughtful and astute choices
discourse	conversation, discussion or debate
effective	causing a result, especially the desired or intended result
effectively	meeting the assigned purpose; in a way that produces a desired result
essential	necessary, of the most or highest importance for achieving something
evaluation	assigning merit according to criteria
feasible	capable of being achieved or put into effect, reasonable enough to be believed or accepted
improbable	not likely to happen, or be effective
inconsistent	conflicting or contradictory; varying and unpredictable; incompatible
insightful	perceptive, demonstrating high levels of understanding; sometimes innovative and creative
justification	providing sound reasons or evidence to support a decision; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true

Term	Explanation
logical	rational and valid, internally consistent
method	a mode of procedure, especially an orderly or systematic mode
multimodal	an assessment mode that uses a combination of at least two modes, delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated to allow both modes to contribute significantly to the multimodal response
plausible	believable and appearing likely to be achievable
principle	a fundamental doctrine or tenet
procedural knowledge	procedural knowledge refers to how to do something, methods of inquiry, using skills, algorithms, techniques, and methods
relevant	applicable and pertinent; has direct bearing on
significant	major, noteworthy, important, worthwhile
simple	easy to understand and deal with; may concern a single or basic aspect, few steps, limited or no relationships
simplistic	tending to oversimplify, especially by avoiding or ignoring complexities
sophisticated	employing advanced or refined methods or concepts; highly developed or complicated
succinct	expressed with brevity and clarity, with no wasted words
suitable	of the right type or quality for a particular purpose or occasion
superficial	apparent and sometimes trivial; lacking in depth
synthesis	assembling constituent parts into a coherent, unique and/or complex entity
systematic	methodical, organised and logical
theory	a coherent group of general propositions used as principles of explanation
thorough	demonstrating depth and breadth, inclusive of relevant detail
unclear	not obvious, definite, or easy to understand
uneven	varying and inconsistent
variable	inconsistent or uneven in quality