

Learning Ladder – Pose Questions Ethical Understanding

	6.2 Pose questions that invite critical reflection	Where have we come from? Where are we now? Where are we going? What makes us human? Why do we treat others as we do?
Level 6: At this level, students can pose questions to critically analyse complex issues and abstract ideas (Year 10)	6.1 Pose questions about concepts and generalisations that invite critical analysis and evaluation	Is God evil? Can war be ethical? Can God be on both sides in a war? Argue your case in relation to at least two ethical theories.
	5.2 Pose speculative and creative questions, for example, what if? what might?	What if vaccinations were compulsory for every-one? What if euthanasia was legal? What might happen if all citizens of voting age had to be vegetarian for five years?
Level 5: At this level, students pose questions to probe assumptions and investigate complex issues (Year 8)	5.1 Pose questions that address propositions and invite an argument	“Beauty is only skin deep.” Do you agree? Argue your case. “Beauty is in the eyes of the beholder.” Do you agree? Argue your case
	4.3 Pose evaluative questions, for example, To what extent? How far? that invite an argument	To what extent is Australia a fair society? Whose rights are more important: the individual or the community?
	4.2 Pose analysis questions that compare information and perspectives, using primary and secondary sources	In what ways are the following the same and/or different? Two ethical theories or The views of two ethicists or Two ethical issues. Use primary and secondary sources as evidence to support your ideas.
Level 4: At this level, students pose questions to clarify and interpret information and probe for causes and consequences (Year 6)	4.1 Pose analytical questions, for example, opposites	What is the difference between a question and a problem? If the cause of <u>something</u> is good, can the consequences be bad? If the cause of <i>something</i> is bad, can the consequences be good? (The <u>something</u> will have to be clarified here) Disability: Disabled or different? Capital Punishment: Right or wrong?

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Level 3: At this level, students pose questions to expand their knowledge of the world (Year 4)	3.1 Pose inquiry/research questions with the emphasis on Why? and How?	Why are some countries (people) rich and others are poor? Is it possible for something to be right in one country and wrong in another?
Level 2: At this level, students pose questions to identify and clarify issues, and compare information in their world (Year 2)	2.1 Pose questions that ask for identification of similarities <u>or</u> differences	What kind of actions are good? What kind of actions are bad? Can something be bad and good at the same time? Do you when you have done something wrong? How do you know?
	1.2 Pose questions that begin with Is, Did, Can, Would, Will, Might, Should In Philosophy, <i>ought, should</i> and <i>if</i> are often used	Question Matrix https://www.teacherspayteachers.com/Product/Questioning-Matrix-With-Sentence-Frames-7450657
Level 1: At this level, students pose factual and exploratory questions based on personal interests and experiences (F)	1.1 Pose questions that begin with What, When, Where, Why, Which, Who	Question Matrix https://www.teacherspayteachers.com/Product/Questioning-Matrix-With-Sentence-Frames-7450657
Level (derived from the Learning Continuum of the General Capability of Critical and Creative Thinking 8.4)	Indicative Behaviour Please note that this is not prescriptive and it is not comprehensive. There are many more types of questions that can be asked at each level.	Examples Please note that any questions can be asked at any level, for example, <i>what if?</i> questions can be asked at Foundation level. ©J. Farrall 19/4/22

J. E. Farrall, April 2022