

## Scheme of Learning for Year 12 Philosophy: Ancient Philosophical Influences

## Career Idea: Could you be a sculptor?

LEARNED: To know and understand concepts of the Prime Mover and the Soul.

WISE: Can you determine whether there is a World of Forms?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Plato and the Forms</b>	<ul style="list-style-type: none"> <li>To know what is meant by the key term 'Forms'.</li> <li>To understand the hierarchy of Forms.</li> </ul>	<ul style="list-style-type: none"> <li>To determine to what extent Plato's view of the Forms explains the nature of reality.</li> </ul>	Forms, replicate, The Good, ideals, illusion	Read pages 1-11 of the AS Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L2- Plato's Allegory of the Cave</b>	<ul style="list-style-type: none"> <li>To know and understand the symbolism behind Plato's allegory of the cave.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Plato's allegory of the cave is effective in explaining the world.</li> </ul>	Shadows, <i>a priori</i> , <i>a posteriori</i> , reality	
<b>L3- Aristotle's Four Causes</b>	<ul style="list-style-type: none"> <li>To know the key term 'telos'</li> <li>To understand Aristotle's four causes.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Aristotle's views on the four causes are plausible.</li> </ul>	Formal, material, efficient, final, telos, potentiality, actuality	Complete one paragraph of the following 40-mark question: 'To what extent does Plato's view of the Forms explain the nature of reality?'
<b>L4 – Aristotle's Prime Mover</b>	<ul style="list-style-type: none"> <li>To know and understand the concept of Aristotle's Prime Mover.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Aristotle's understanding of reality is more coherent than that of Plato.</li> </ul>	Uncaused, empiricism, unmoved mover, Prime Mover	Read pages 12-17 of the AS Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L5- Soul, Body and Mind - Plato</b>	<ul style="list-style-type: none"> <li>To know the key term 'dualism'.</li> <li>To understand Plato's charioteer analogy.</li> </ul>	<ul style="list-style-type: none"> <li>To determine to what extent Plato successfully explains the relationship between the body and the soul.</li> </ul>	Dualism, charioteer, reason, appetite, emotion, soul	
<b>L6- Soul, Body and Mind - Aristotle</b>	<ul style="list-style-type: none"> <li>To know the key term 'monism'.</li> <li>To understand Aristotle's axe and wax stamp analogies.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Plato's view of the soul is more coherent than that of Aristotle.</li> </ul>	Monism, seal, distinct, substance, essence, psyche	
<b>L7- Soul, Body and Mind – Descartes and Substance Dualism</b>	<ul style="list-style-type: none"> <li>To know and understand Substance Dualism</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Descartes views on the soul are coherent.</li> </ul>	Substance dualism, existence	
<b>L8- Soul, Body and Mind – Dawkins and Materialism</b>	<ul style="list-style-type: none"> <li>To know the key term 'materialism'.</li> <li>To understand Dawkins' views on the soul.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not there is such thing as a soul.</li> </ul>	Materialism, consciousness	Complete the following 40-mark essay question: 'There is no such thing as a soul.'

## Scheme of Learning for Year 12 Philosophy: Arguments for the existence of God.

## Career Idea: Could you be a designer?

LEARNED: To know and understand the arguments based on observation and reason.

WISE: Can you determine whether or not the existence of God can be proven using *a priori* reasoning?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Paley's Teleological Argument</b>	<ul style="list-style-type: none"> <li>To know the key terms 'inductive' and 'synthetic'.</li> <li>To understand Paley's Teleological Argument.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate whether or not Paley's Teleological Argument proves the existence of God.</li> </ul>	Inductive, synthetic, analogical, premise, <i>design qua purpose</i> , <i>design qua regularity</i>	Read pages 17-33 of the AS Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L2- Aquinas' Fifth Way</b>	<ul style="list-style-type: none"> <li>To know and understand Aquinas' Fifth Way.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate whether or not Aquinas' Fifth Way proves the existence of God.</li> </ul>	Teleological, intelligent design	
<b>L3- Aquinas' Cosmological Argument</b>	<ul style="list-style-type: none"> <li>To know the key term 'contingency'.</li> <li>To understand Aquinas' Cosmological Argument.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Aquinas' Cosmological Argument proves the existence of God.</li> </ul>	Motion, cause, contingency, change, aspatial, atemporal, necessary,	
<b>L4 – Challenges to the arguments from observation - Hume</b>	<ul style="list-style-type: none"> <li>To know and understand Hume's interpretations of the Teleological and Cosmological Arguments.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Hume successfully argues that observation does not prove the existence of God.</li> </ul>	Empiricism, complex, illogical jump, anthropomorphic	Read pages 34-40 of the AS Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L5- Anselm's Ontological Argument</b>	<ul style="list-style-type: none"> <li>To know the key term 'deductive'.</li> <li>To understand Anselm's Ontological Argument.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not Anselm's Ontological Argument proves the existence of God.</li> </ul>	Conceive, bachelor,	Complete the 40-mark essay question: 'To what extent does Hume successfully argue that observation does not prove the existence of God?'
<b>L6- Gaunilo's criticisms of the Ontological Argument</b>	<ul style="list-style-type: none"> <li>To know and understand Gaunilo's criticisms of the Ontological Argument.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Gaunilo is successful in criticising the Ontological Argument.</li> </ul>	Contingent, necessary, dependent	
<b>L7- Other scholarly views on the Ontological Argument</b>	<ul style="list-style-type: none"> <li>To know the key term 'predicate'.</li> <li>To understand the contrasting views of different scholars on the Ontological Argument.</li> </ul>	<ul style="list-style-type: none"> <li>To determine to what extent Kant successfully criticises the Ontological Argument.</li> </ul>	Kant, Descartes, Hume, Russell, Malcolm, Plantinga, Aquinas, predicate, maxim	Read pages 40-48 of the AS Philosophy booklet and highlight the scholarly views to use for future essays.

## Scheme of Learning for Year 12 Philosophy: God and his world

## Career Idea: Could you be a scientist?

LEARNED: To know and understand different types of religious experience and theodicies.

WISE: Can you determine whether or not God can be benevolent if there is evil and suffering in the world?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Religious Experience – William James</b>	<ul style="list-style-type: none"> <li>To know and understand William James' four marks of religious experience.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate whether or not William James' criteria make a religious experience genuine.</li> </ul>	Ineffable, noetic, passive, transient, genuine, plurality, pragmatic	
<b>L2- Religious Experience – Richard Swinburne's classifications</b>	<ul style="list-style-type: none"> <li>To know Richard Swinburne's classifications.</li> <li>To understand what constitutes a private and public religious experience.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate whether or not they provide proof for the existence of God.</li> </ul>	Interpret, perspective, describable, non-describable, ordinary, extraordinary, non-specific, classifications	
<b>L3- Religious Experience – Swinburne's responses to James</b>	<ul style="list-style-type: none"> <li>To know the key terms 'principle of credulity' and 'principle of testimony'.</li> <li>To understand views of Richard Swinburne and William James on religious experience.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not this criteria is appropriate in proving the existence of God.</li> </ul>	Credulity, testimony, empiricism, pluralism, pragmatism, phenomena, realist, anti-realist	
<b>L4 – Religious Experience - conversion</b>	<ul style="list-style-type: none"> <li>To know the key term 'conversion'.</li> <li>To understand William James' pragmatic approach to religious experience.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not conversion experiences prove that God exists.</li> </ul>	Conversion, pragmatism	Complete the following 40-mark essay question: 'corporate religious experiences are less reliable than individual religious experiences.'
<b>L5- Religious Experience - Corporate</b>	<ul style="list-style-type: none"> <li>To know the key term 'corporate'.</li> <li>To understand the reports of the Toronto blessing.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not the phenomena experienced at the Toronto Blessing are genuine religious experiences.</li> </ul>	Corporate, individual, charismatic	Read pages 48-71 of the AS Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L6- The Problem of Evil – Augustine's theodicy</b>	<ul style="list-style-type: none"> <li>To know the key term 'theodicy'.</li> <li>To understand Augustine's theodicy on the problem of evil.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Augustine successfully resolves the problem of evil.</li> </ul>	Theodicy, privation, logical error, scientific error, moral error	
<b>L7- The Problem of Evil – Irenaeus' theodicy</b>	<ul style="list-style-type: none"> <li>To know the key term 'epistemic distance'.</li> <li>To understand Irenaeus' theodicy on the problem of evil.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Irenaeus successfully resolves the problem of evil.</li> </ul>	Epistemic distance, compromise, compulsion, severity	Complete the following 40-mark essay question: 'Assess the claim that natural evil has a purpose.'