

## Scheme of Learning for Year 13 Philosophy: Nature or Attributes of God

**Career Idea:** Could you be a judge?

LEARNED: To know and understand the implications surrounding the nature of God.

WISE: Can you determine whether or not punishing and rewarding would contradict God's nature?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- God's Omniscience</b>	<ul style="list-style-type: none"><li>To know the key term 'limited omniscience'.</li><li>To understand the views of Aquinas, Kelly, Boethius and Swinburne on God's omniscience.</li></ul>	<ul style="list-style-type: none"><li>To determine whether or not it matters that God is omniscient.</li></ul>	Limited omniscience, free will, eternal, foreknowledge, simultaneous	Read pages 1-22 of the A2 Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L2- God's Omnipotence</b>	<ul style="list-style-type: none"><li>To know the key term 'paradox'.</li><li>To understand the problems raised by God being omnipotence.</li></ul>	<ul style="list-style-type: none"><li>To evaluate whether or not God can do anything, even the logically impossible.</li></ul>	Paradox, unmovable, transcendent, immanent, personal, impersonal	
<b>L3- God's Omnibenevolence</b>	<ul style="list-style-type: none"><li>To know and understand the key issues surrounding God's omnibenevolence.</li></ul>	<ul style="list-style-type: none"><li>To evaluate whether or not it is fair for an all-loving God to punish and reward.</li></ul>	Euthyphro dilemma, anticipate, determinism	Complete the following 40-mark essay question: 'Assess Boethius' view that divine eternity does not limit human free will.'

## Scheme of Learning for Year 13 Philosophy: Religious Language

LEARNED: To know and understand the different approaches to religious language.

WISE: Can you determine whether or not there is a meaningful way to discuss God?

**Career Idea:** Could you be an interpreter?

Lesson Enquiry	Learning Intentions ('Learned' and 'Wise')		Vocabulary	Homework/ Flipped learning.
	Learned	Wise		
<b>L1- Ayer and the Verification Principle</b>	<ul style="list-style-type: none"> <li>To know the key term 'tautology'.</li> <li>To understand the verification principle.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not statements about God are only meaningful if they can be empirically verified.</li> </ul>	Logical positivism, verification, cognitive, non-cognitive, tautology, meaningful, realist, anti-realist, analytic, synthetic, Vienna Circle	Read pages 23-50 of the A2 Philosophy booklet and highlight the scholarly views to use for future essays.
<b>L2- The Falsification Principle</b>	<ul style="list-style-type: none"> <li>To know the key term 'falsification'.</li> <li>To understand three parables relating to the falsification principle.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not statements need to be able to be falsified in order to prove that they are meaningful.</li> </ul>	Falsification, blik, qualifications, elusive, refutability, testability, implication, partisan,	
<b>L3- Wittgenstein and Language Games</b>	<ul style="list-style-type: none"> <li>To know how and where words find their meaning.</li> <li>To understand the concept of Language Game theory.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not Wittgenstein's Language Game theory is the best approach to Religious Language.</li> </ul>	Language Games, context	
<b>L4 – The Via Negativa</b>	<ul style="list-style-type: none"> <li>To know the key term 'Via Negativa'.</li> <li>To understand the views of Pseudo Dionysius and Moses Maimonides.</li> </ul>	<ul style="list-style-type: none"> <li>To determine whether or not the Via Negativa is the best approach to Religious Language.</li> </ul>	Via Negativa, limiting, equivocal, interpretation,	
<b>L5- The Via Positiva (Aquinas and Analogy)</b>	<ul style="list-style-type: none"> <li>To know the key term 'via positiva'.</li> <li>To understand analogy of proportion and attribution.</li> </ul>	<ul style="list-style-type: none"> <li>To evaluate whether or not the use of analogy allows us to talk meaningfully about God.</li> </ul>	Univocal, equivocal, analogy, transcendent, proportion, attribution, symbolic	Complete the 40-mark essay question on: 'How successfully does the language games concept make sense of religious language?'