

## Year 12

## Subject: REP

LEARNING PLAN			
A LEVEL PHILOSOPHY	EPISTEMOLOGY	Paper 1 – AQA (7172) Epistemology and Moral Philosophy 3 hour exam May/June 202	
BIG PICTURE:		ASSESSMENT OBJECTIVE	
<p>Unlike some other A Levels, the nature of the subject is not immediately clear from the name alone. This is because 'Philosophy' is used to cover a great many things and is used differently by different people. So rather than taking one approach to answer the question 'What is philosophy?', it would be helpful to look at four approaches:</p> <ul style="list-style-type: none"> <li>- The stuff philosophy talks about (its subject matter)</li> <li>- The way it has developed (its history)</li> <li>- How it works (method)</li> <li>- And most importantly, what is like to do actually philosophy (it activity)</li> </ul>		AO1	AO2
		AO1 concerns how well you are able to show your understanding of the topic, ideas, methods and arguments and your ability to analyse and explain them by identifying the key ideas and showing how they fit together.	AO2 tests your capacity to analyse philosophical positions, theories and arguments in order that you may evaluate how strong they are by exploring the quality of the reasoning, considering their implications and exploring objects and counter arguments.
Epistemology		YEAR 12 EXAM	
<p>Epistemology is the area of philosophy that explores the nature of knowledge. This encompasses the key areas of: what knowledge is, where it might come from (reason, perception) and whether it is even possible in the first place (limits of knowledge). <b>We will explore:</b></p>		Summer Term	
		YEAR 13 EXAM	
		Spring Term	
		A LEVEL EXAM	
		May/June	
<p><b>Perception as a source of knowledge;</b> both in science and everyday life, we are interested in having reliable beliefs about the world around us. While rationalist and empiricist philosophers have disagreed on the precise role the perception plays in the acquisition of such beliefs, few have good so far as</p>	<p><b>Reason as a source of knowledge;</b> What are the ultimate sources of our knowledge? God, experience, reason? Empiricist philosophers claim that experience and evidence from the senses provide us with most, if not all, of our knowledge. Rationalist claim that</p>	<p><b>Limits of knowledge; The difference between philosophical scepticism and normal incredulity;</b> In normal (ordinary) life, we might doubt whether it will stay dry today or whether the train will be on time. This is reasonable. In contrast, philosophers tend to doubt things that in ordinary life are very difficult, if not impossible, to doubt – for example, whether or not their hands really exist, whether other people could really be zombies with no thoughts of feelings.</p>	

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

to suggest that it has not at all. But how exactly does perception provide us with beliefs about physical reality?	reason, by itself, can be source of knowledge	
<b>THE EXAM</b>		
<p>The A Level consists of two, three hour papers. Both exam papers contain 10 questions, 5 on each theme:</p> <p><b>1 x 3 mark question</b> (all 3 marks awarded for AO1)</p> <p><b>2 x 5 mark questions</b> (all 5 marks awarded for AO1)</p> <p><b>1 x 12 mark question</b> (all 12 marks awarded for AO1)</p> <p><b>1 x 25 mark question</b> (5 marks awarded for AO1, 20 marks for AO2).</p> <p><b>LESSON, INDEPENDENT STUDY, ORGANISATION</b></p> <p>You will have 5 lessons a fortnight in which to study this course. You are expected to spend an hour working independently for every hour in class that is 5 hours a fortnight for this course. You will have a text book for Paper 2 and additional revision materials. You must bring all texts book and work to all lessons.</p>		<p><b>Three-mark questions</b> These test your grasp of essential concepts that you have covered on the course. They may ask you to provide a definition, or briefly outline an idea or theory.</p> <p><b>Five-mark questions</b> These questions will ask you to outline or explain an idea, theory or argument.</p> <p><b>Twelve-mark questions</b> These will ask you to explain a more substantial aspect of the syllabus. Perhaps a theory and an objection or to explain how a theory may be applied.</p> <p><b>Twenty-five mark questions</b> (5 AO1 + 20 AO2) The 25 mark questions involve not just outline a theory, but engaging meaningfully with the arguments for yourself and trying to argue for a point of view. These are the only questions that test your capacity to develop an argument in defence of your own judgement.</p>

What is knowledge?	<p><b>1. What is knowledge?:</b></p> <ul style="list-style-type: none"> <li>- Types of knowledge</li> <li>- Propositional knowledge and language</li> </ul>	<p><b>3 marks questions</b></p> <p>What is a priori knowledge? (2015)</p> <p>What is the tripartite view of propositional knowledge? (2016)</p> <p>What is acquaintance knowledge?</p> <p>What is ability knowledge?</p>
	<p><b>2. The tripartite view: knowledge as justified, true, belief</b></p> <ul style="list-style-type: none"> <li>- Issue: are the JTB conditions individually necessary?</li> <li>- Issue: are the JTB conditions jointly sufficient?</li> </ul>	<p><b>12 marks questions:</b></p> <p>Briefly outline the tripartite view of knowledge and explain how a case of a lucky true belief (a Gettier-style problem) can be used to argue against this (2017)</p> <p>Explain how one of Gettier's original counter examples attacks the tripartite view of knowledge (2018 sample)</p>

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	-	
	<b>3.</b> Responses to issues with the tripartite view <ul style="list-style-type: none"> <li>- Infallibilism</li> <li>- No false lemmas: J+T+B+N</li> <li>- Reliabilism: R+T+B</li> <li>- Virtue epistemology: V+T+B</li> </ul>	<b>5 mark question</b> What is a Gettier problem?  <b>25 Mark Essay question:</b> Is knowledge justified true belief? (2015) - DEFINITION OF KNOWLEDGE
Perception as a source of knowledge	<b>4.</b> Perception as a source of knowledge <ul style="list-style-type: none"> <li>- Direct Realism</li> <li>- Support for Direct Realism</li> </ul>	
	<b>5.</b> Issues with Direct Realism <ul style="list-style-type: none"> <li>- Issue: argument from illusion</li> <li>- Issue: perceptual variation</li> <li>- Issue: argument from hallucination</li> <li>- Issue: the time-lag argument</li> </ul>	<b>5 Mark questions</b> Explain Locke's primary/secondary quality distinction. Explain how illusion and hallucination present problems for direct realism. Explain how perceptual variation is a problem for direct realism. Explain the time lag argument against direct realism.
	<b>6.</b> Indirect Realism <ul style="list-style-type: none"> <li>- Support for indirect realism</li> <li>- Locke's primary/secondary quality distinction</li> <li>-</li> </ul>	<b>5 Mark questions</b> Explain Locke's primary/secondary quality distinction. <b>12 Mark questions</b> Outline indirect realism and explain Locke's responses to the claim that indirect realism leads to scepticism.
	<b>7.</b> Issues with Indirect realism <ul style="list-style-type: none"> <li>- Issue: Scepticism about the existence of mind-independent objects</li> <li>- Issue: ideas cannot be like material objects (Berkeley)</li> </ul>	<b>12 Mark questions</b> Explain how Russell's argument that the external world is the best hypothesis supports indirect realism and avoids scepticism.
	<ul style="list-style-type: none"> <li>- Berkeley's Idealism</li> <li>- Berkeley's attack on the Primary and secondary distinction</li> <li>- Berkeley's master argument</li> </ul>	<b>25 Mark Essay question:</b> How convincing is Berkeley's idealism (2018 sample) - IDEALISM

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	<ul style="list-style-type: none"> <li>- Issues with Berkeley's idealism</li> <li>- Issue: arguments from illusions and hallucinations</li> <li>- Issue: idealism leads to solipsism</li> <li>- Issue: problems with the role played by God in Berkeley's idealism</li> </ul>	<b>12 Mark questions</b> Explain the argument from Berkeley that we cannot know the nature of mind-independent objects.  <b>5 Mark questions</b> Explain how Berkeley's idealism could lead to solipsism. Explain Berkeley's Master Argument
	<ul style="list-style-type: none"> <li>- Innatism</li> <li>- Plato's argument from the 'slave boy'</li> <li>- Innate ideas: Leibniz</li> </ul>	<b>5 Mark questions</b> Explain what Plato is trying to show about knowledge in his 'slave boy' argument. (2018 sample) Explain what is meant by Hume's Fork.
Reason as a source of knowledge	<ul style="list-style-type: none"> <li>- Empiricist responses</li> <li>- Locke's arguments against innate ideas</li> <li>- The mind as a tabula rasa</li> </ul>	<b>25 Mark Essay question:</b> Are concept empiricists right to claim that all concepts derive from experience? (2017) - INNATISM
	<ul style="list-style-type: none"> <li>- The intuition and deduction thesis</li> <li>- Intuition, deduction and 'clear and distinct ideas' (Descartes)</li> <li>- The cogito (a priori intuition)</li> <li>- Arguments for the existence of God (a priori deductions)</li> <li>- Proof of the external world (a priori deduction)</li> </ul>	<b>5 Mark questions</b> What is the intuition and deduction thesis?  <b>25 Mark Essay question:</b> Does the intuition and deduction thesis show that rationalism is true?
Limits of knowledge	<ul style="list-style-type: none"> <li>- Scepticism</li> <li>- The differences between philosophical scepticism and normal incredulity</li> <li>- Local and global scepticism</li> <li>- Descartes three waves of doubt</li> </ul>	<b>3 marks questions</b> What is solipsism? (2017)  <b>12 marks questions:</b> Explain Descartes' third wave of doubt (the 'evil demon' argument) (2018 sample) Explain how Descartes argues that we can gain a priori knowledge through intuition and deduction.

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	<ul style="list-style-type: none"><li>- Responses to scepticism</li><li>- Descartes</li><li>- Empiricist responses: Locke, Berkeley, Russell</li><li>- Realibilsn</li></ul>	<b>25 Mark Essay question:</b>  Does the intuition and deduction thesis show that rationalism is true?
--	---	--

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

LEARNING PLAN		
A LEVEL PHILOSOPHY	MORAL PHILOSOPHY	Paper 1 – AQA (7172) <b>Epistemology and Moral Philosophy</b> 3 hour exam May/June 2024
BIG PICTURE:		ASSESSMENT OBJECTIVE
<p>We all want to do the RIGHT thing, surely? Do we not? Well, maybe you do, maybe you do not. The problem is, though, what is the right thing to do? Do not steal, do not lie, eat your greens, do not speak back, be honest, clean behind your ears and so on.</p> <p>Ethics is a branch of philosophy that explores how to respond to the question posed by Socrates, 'How should one live?'</p>		AO1
		AO2
		<p>AO1 concerns how well you are able to show your understanding of the topic, ideas, methods and arguments and your ability to analyse and explain them by identifying the key ideas and showing how they fit together.</p> <p>AO2 tests your capacity to analyse philosophical positions, theories and arguments in order that you may evaluate how strong they are by exploring the quality of the reasoning, considering their implications and exploring objects and counter arguments.</p>
Moral Philosophy		
<p>The moral philosophy section of Paper 1 covers the three main areas of ethics: Normative ethics, applied ethics and metaethics. Normative ethics attempts to develop a general theory that explains how we should act, and what makes a human life a 'good life'. Applied ethics tries to answer specific questions, such as, is it ever permissible to lie or steal, or eat animals. And finally, metaethics which asks questions about the nature of morality itself, for example are there any objective moral truths that can be discovered or is morality merely the expression of personal attitudes towards life and other people?</p>		<b>YEAR 12 EXAM</b>
		Summer Term
		<b>YEAR 13 EXAM</b>
		Spring Term
		<b>A LEVEL EXAM</b>
		May/June
THE EXAM		
<p>The A Level consists of two, three hour papers. Both exam papers contain 10 questions, 5 on each theme:</p> <p><b>1 x 3 mark question</b> (all 3 marks awarded for AO1)</p> <p><b>2 x 5 mark questions</b> (all 5 marks awarded for AO1)</p> <p><b>1 x 12 mark question</b> (all 12 marks awarded for AO1)</p> <p><b>1 x 25 mark question</b> (5 marks awarded for AO1, 20 marks for AO2).</p>		<p><b>Three-mark questions</b> These test your grasp of essential concepts that you have covered on the course. They may ask you to provide a definition, or briefly outline an idea or theory.</p> <p><b>Five-mark questions</b> These questions will ask you to outline or explain an idea, theory or argument.</p> <p><b>Twelve-mark questions</b> These will ask you to explain a more substantial aspect of the syllabus. Perhaps a theory and an objection or to explain how a theory may be applied.</p> <p><b>Twenty-five mark questions</b> (5 AO1 + 20 AO2) The 25 mark questions involve not just outline an theory, but engaging meaningfully with the arguments for yourself and trying to argue for a point of view. These are the only questions that test your capacity to develop and argument in defence of your own judgement.</p>
LESSON, INDEPENDENT STUDY, ORGANISATION		

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

<p>You will have 5 lessons a fortnight in which to study this course. You are expected to spend an hour working independently for every hour in class that is 5 hours a fortnight for this course. You will have a text book for Paper 2 and additional revision materials. You must bring all texts book and work to all lessons.</p>	
--	--

Moral Philosophy – Meta Ethics	<p><b>1. Issues with Utilitarianism:</b></p> <ul style="list-style-type: none"> <li>- Is pleasure the only good?</li> <li>- Fairness and individual liberty/rights</li> <li>- Problems with calculating utility</li> <li>- Issues around partiality</li> <li>- Moral integrity of the individual</li> </ul>	<p><b>5 mark questions</b></p> <ol style="list-style-type: none"> <li>1. Explain the argument that act utilitarianism fails to respect individual liberty.</li> <li>2. Explain the argument that act utilitarianism fails to respect individuals' rights.</li> <li>3. Explain the argument that act utilitarianism fails to recognise the moral status of particular relationships.</li> </ol> <p><b>12 marks questions:</b></p> <p><b>1.</b> Explain the tyranny of the majority objection to utilitarianism and how utilitarianism might be defended.</p> <p><b>25 Mark Essay question:</b></p> <p>1. Is any version of utilitarianism persuasive?</p>
	<p><b>2. Applied Ethics: Utilitarianism</b></p> <ul style="list-style-type: none"> <li>- Stealing</li> <li>- Simulated killing</li> <li>- Eating animals</li> <li>- Telling lies</li> </ul>	<p><b>12 marks questions:</b></p> <ol style="list-style-type: none"> <li>1. How might Bentham's utility calculus be applied to justify simulated killing?</li> <li>2. Explain how preference utilitarianism might be used to argue against eating meat.</li> </ol>
	<p><b>3. Kantian Deontological Ethics</b></p> <ul style="list-style-type: none"> <li>- A 'good' will</li> <li>- Acting in accordance with duty versus acting out of duty</li> <li>- Hypothetical versus categorical imperatives</li> <li>- The Categorical imperative (first formulation)</li> <li>- The categorical imperative (humanity formulation)</li> </ul>	<p><b>5 mark question</b></p> <ol style="list-style-type: none"> <li>4. Explain what is meant by the categorical imperative.</li> <li>5. Explain what is meant by the hypothetical imperative.</li> <li>6. Explain the second formulation of the categorical imperative.</li> <li>7. Explain the difference between a perfect duty and an imperfect duty.</li> </ol>

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	<p><b>4.</b> Aristotelian Account of virtue and vices</p> <ul style="list-style-type: none"> <li>- Virtues as character traits or dispositions</li> <li>- The role of education and habituation in the development of moral character</li> </ul> <p><b>5.</b> Aristotle's account of moral responsibility</p> <ul style="list-style-type: none"> <li>- Voluntary, Involuntary and Non-voluntary actions.</li> </ul> <p><b>6.</b> Aristotle's account of the role of practical reason and action</p> <ul style="list-style-type: none"> <li>- The relationship between virtues, actions and reasons. Role of practical reason.</li> </ul>	<p><b>5 mark questions</b></p> <ol style="list-style-type: none"> <li>1. Outline Aristotle's function argument (2016)</li> <li>2. Explain the issue of circularity involved in Aristotle's definition of 'virtuous acts' (2017)</li> </ol> <p><b>12 mark questions</b></p> <ol style="list-style-type: none"> <li>1. Explain what Aristotle meant by an 'involuntary action' (2018 sample)</li> </ol>
	<p><b>7.</b> Issues with Aristotelian Virtue Ethics Does virtue ethics give clear guidance about how to act?</p> <ul style="list-style-type: none"> <li>- Can virtue ethics deal with clashing virtues?</li> <li>- The possibility of circularity</li> <li>- Must a trait contribute to eudaimonia in order to be a virtue?</li> <li>-</li> </ul>	<p><b>25 mark questions</b></p> <ol style="list-style-type: none"> <li>1. Is Aristotle's virtue theory the correct approach to ethical decision making?</li> </ol>
Moral Philosophy – Meta Ethics	<p><b>8.</b> Issue with Kantian Deontological Ethics</p> <ul style="list-style-type: none"> <li>- Clashing/competing duties</li> <li>- Not all non-universalisable maxims are immoral</li> <li>- The moral value of consequences</li> <li>- The values of certain motives such as love, friendship, kindness.</li> </ul>	<p><b>5 Mark questions</b></p> <ol style="list-style-type: none"> <li>1. Explain the argument that Kantian deontology undervalues consequences.</li> <li>2. Explain the argument that Kantian deontology undervalues our commitments to family, friends, etc.</li> </ol> <p><b>25 Mark Essay question:</b></p> <ol style="list-style-type: none"> <li>1. Is Kant's deontological approach to ethics correct?</li> </ol>



## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	- Morality is a system of hypothetical, not categorical, imperatives (Foot)	
	<b>9.</b> Applied Ethics: Kantian Ethics 5 Stealing 6 Simulated Killing 7 Easting Animals 8 Telling lies	<b>12 Mark Question</b> 1. Explain Kant's view on the telling of lies, using his first and second formulations of the categorical imperative 2. How might Kant's deontological ethics differ from utilitarianism on the question of whether it is ethically acceptable to eat animals?
	<b>10.</b> Applied Ethics: Aristotle 9 Stealing 10 Simulated Killing 11 Easting Animals 12 Telling lies	<b>12 Mark Question</b> 1. Explain how Aristotelian virtue ethics might be applied to the issue of simulated killing. [12 marks]
MORAL PHILOSOPHY – META ETHICS	<b>11.</b> Introduction to Meta Ethics <b>12.</b> Moral Realism 13 Moral Naturalism (Cognitivism) 14 Moral Non-Naturalism (Cognitivism) <b>13.</b> Issue with Moral Realism 15 Hume's Fork 16 Ayer's verification principle 17 Hume's is-ought-gap 18 Mackies arguments from relativity and from queerness	<b>5 Mark questions</b> Explain what error theory claims about the status of ethical language (2017) Explain why emotivism is a non-cognitivist theory of ethical language. Briefly explain what Moore means by the 'naturalistic fallacy'.

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	<p><b>14. Moral Anti-Realism</b></p> <p>19 Mackie's error theory (non-cognitivist)</p> <p>20 Ayer's emotivism (non-cognitivist)</p> <p><b>15. Issues with Moral-Anti Realism</b></p> <p>21 Counter: how to account for how we use moral language, including moral reasoning?</p> <p>22 Counter: how to account for moral progress?</p> <p>23 Counter: does anti-realism become moral nihilism?</p>	<p>12 Mark questions:</p> <ol style="list-style-type: none"><li>1. Explain the similarities and differences between what emotivists and prescriptivists say about ethical language (2016)</li><li>2. Explain Moore's open question argument (2018 sample)</li></ol> <p>25 Mark questions:</p> <ol style="list-style-type: none"><li>1. Is moral anti-realism the correct account of moral judgements?</li></ol>
--	--	---

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

LEARNING PLAN		
<b>A LEVEL PHILOSOPHY</b>	<b>METAPHYSICS OF GOD</b>	Paper 2 – AQA (7172) <b>Metaphysics of God and Metaphysics of Mind</b> 3 hour exam May/June 2024
<b>BIG PICTURE:</b>	<b>ASSESSMENT OBJECTIVE</b>	
Metaphysics, what is it all about; life, the universe and everything? Metaphysics attempts to give an account of the ultimate nature of reality- of what is really going on. Metaphysics often involves exploring concepts that we usually take for granted.	<b>AO1</b>	<b>AO2</b>
	AO1 concerns how well you are able to show your understanding of the topic, ideas, methods and arguments and your ability to analyse and explain them by identifying the key ideas and showing how they fit together.	AO2 tests your capacity to analyse philosophical positions, theories and arguments in order that you may evaluate how strong they are by exploring the quality of the reasoning, considering their implications and exploring objects and counter arguments.
<b>METAPHYSICS OF GOD</b>		<b>YEAR 12 EXAM</b> Summer Term
Most people in the world believe in a God (or gods) and more people who do not believe in a God, will, at some point in their lives, have pondered whether there a creator or architect behind the existence of the universe. Engaging in metaphysical speculated about the existence and nature of God is almost part of the human condition! In this topic, we will examine and evaluate the three most important clusters of issues:		<b>YEAR 13 EXAM</b> Spring Term
		<b>A LEVEL EXAM</b> May/June
<b>1. The concept and nature of God:</b> Here we look at what philosophers have had to say about the nature of God, the attributes ascribed to God and whether the concept of God emerging from these attributes is an incoherent concept.	<b>2. Arguments relating to the existence of God:</b> Here we look at three of the main attempts by philosophy to prove the existence of God, looking at how philosophical arguments are constructed and the different ways in which it is possible to prove that something exists. We look at the Problem of Evil, and how religious philosophers have attempted to reconcile the pain and suffering in the world with the existence of God	<b>3. Religious language:</b> Finally, we examine the meaning of religious language, the ways in which philosophers think we use, understand and make religious statements, and whether metaphysical language is even meaningful.
<b>THE EXAM</b>		

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

<p>The A Level consists of two, three hour papers. Both exam papers contain 10 questions, 5 on each theme:</p> <p><b>1 x 3 mark question</b> (all 3 marks awarded for AO1)</p> <p><b>2 x 5 mark questions</b> (all 5 marks awarded for AO1)</p> <p><b>1 x 12 mark question</b> (all 12 marks awarded for AO1)</p> <p><b>1 x 25 mark question</b> (5 marks awarded for AO1, 20 marks for AO2).</p>	<p><b>Three-mark questions</b> These test your grasp of essential concepts that you have covered on the course. They may ask you to provide a definition, or briefly outline an idea or theory.</p> <p><b>Five-mark questions</b> These questions will ask you to outline or explain an idea, theory or argument.</p> <p><b>Twelve-mark questions</b> These will ask you to explain a more substantial aspect of the syllabus. Perhaps a theory and an objection or to explain how a theory may be applied.</p> <p><b>Twenty-five mark questions</b> (5 AO1 + 20 AO2) The 25 mark questions involve not just outline an theory, but engaging meaningfully with the arguments for yourself and trying to argue for a point of view. These are the only questions that test your capacity to develop and argument in defence of your own judgement.</p>
<b>LESSON, INDEPENDENT STUDY, ORGANISATION</b>	
<p>You will have 5 lessons a fortnight in which to study this course. You are expected to spend an hour working independently for every hour in class that is 5 hours a fortnight for this course. You will have a text book for Paper 2 and additional revision materials. You must bring all texts book and work to all lessons.</p>	

TOPIC	UNIT OF WORK	ASSESSMENT
<b>METAPHYSICS OF GOD - CONCEPT OF GOD</b>	<p><b>1. Concept of God</b></p> <ul style="list-style-type: none"> <li>- Omnipotence, omnipotence, supreme goodness (Omni benevolence)</li> <li>- God's relationship to time, for example, timeless (eternal) vs everlasting</li> <li>- Incoherence: paradox of the stone, Euthyphro dilemma</li> <li>- Compatibility (or not) of an omniscient God and humans with freewill</li> </ul>	
<b>METAPHYSICS OF GOD - Argument</b>	<p><b>2. Ontological Argument</b></p> <ul style="list-style-type: none"> <li>- St Anselm's ontological argument</li> <li>- Descartes' ontological argument</li> <li>- Norman Malcolm's ontological argument</li> </ul>	<p><b>12 Mark Question</b></p> <p>Outline Descartes' ontological argument and explain Kant's objection to it</p> <p><b>5 mark question</b></p> <p>Outline Anselm's version of the ontological argument.</p>

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	<p><b>3. Issues with the Ontological Argument</b></p> <ul style="list-style-type: none"> <li>- 'Gaunilo's perfect Island</li> <li>- Empiricist objections to a priori arguments for existence</li> <li>- Kant's objection (existence not being a predicate)</li> </ul>	<p>5 mark question</p> <p>1. Outline Anselm's ontological argument, and explain how Gaunilo responds to it.</p> <p>12 Mark Questions</p> <p>Explain how Kant's claim that existence is not a predicate presents a problem for ontological arguments.</p> <p>25 Mark Essay</p> <p>Does the ontological argument prove that God exists?</p>
	<p><b>4. Design Argument</b></p> <ul style="list-style-type: none"> <li>- Teleological/design arguments</li> <li>- Design argument from analogy (Hume)</li> <li>- Paley's argument (from spatial order/purpose)</li> <li>- Swinburne's argument (from temporal order/regularity)</li> </ul>	<p>12 Mark Questions</p> <p>1. Outline Paley's argument from design, and explain how Hume responds to it.</p> <p>2. Outline and explain Swinburne's version of the argument from design.</p>
	<p><b>5. Issues with Design Argument</b></p> <ul style="list-style-type: none"> <li>- Hume's objections to the argument from analogy</li> <li>- Problem of spatial disorder (Hume and Paley)</li> <li>- Is it an argument from a unique case (Hume)</li> <li>- Is God the best or only explanation?</li> </ul>	<p>12 Mark Question</p> <p>Outline Paley's argument from design, and explain how Hume responds to it.</p> <p>25 Mark Essay</p> <p>How successful is the design argument for the existence of God? (25 marks) (2019)</p>
	<p><b>6. Cosmological Argument</b></p> <ul style="list-style-type: none"> <li>- The Kalām argument (an argument from temporal causation)</li> <li>- Aquinas' 1st Way (argument from motion), 2nd Way (argument from atemporal causation) and 3rd way (an argument from contingency)</li> <li>- Descartes' argument based on his continuing existence (an argument from causation)</li> </ul>	<p>5 Mark Question</p> <p>1. Outline the Kalam cosmological argument</p> <p>2. Outline Aquinas' Third Way</p> <p>12 Mark Question</p> <p>1. Outline Aquinas' causal cosmological argument, and explain how Hume responds to it.</p> <p>2. Explain Leibniz's argument from the principle of sufficient reason.</p>

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

	<ul style="list-style-type: none"> <li>- Leibniz's argument from the principle of sufficient reason (an argument from contingency)</li> </ul>	
<b>METAPHYSICS OF GOD -RELIGIOUS LANGUAGE</b> Issues	<b>7. Issues with the Cosmological Argument.</b> <ul style="list-style-type: none"> <li>- The possibility of an infinite series</li> <li>- Hume's objection to the 'causal principle'</li> <li>- The argument commits the fallacy of composition (Russell)</li> <li>- The impossibility of a necessary being (Hume and Russell)</li> </ul>	<b>12 Mark Question</b> <ol style="list-style-type: none"> <li>1. Compare and contrast cosmological arguments from causation with cosmological arguments from contingency.</li> <li>2. Explain how Hume's objection to the causal principle presents a problem for cosmological arguments from causation.</li> <li>3. Explain how the impossibility of an infinite series supports cosmological arguments.</li> </ol> <b>25 Mark Essay</b> Does the cosmological argument prove that God exists?
	<b>8. The Problem of Evil</b> <ul style="list-style-type: none"> <li>- The nature of moral evil and natural evil</li> <li>- The logical and evidential forms of the problems of evil</li> </ul>	
	<b>9. Issues arising and responses to these issues</b> <ul style="list-style-type: none"> <li>- The free will defence (including Alvin Plantinga)</li> <li>- The soul-making theodicy (including John Hick)</li> </ul>	
	<b>10. Religious language</b> <ul style="list-style-type: none"> <li>- The distinction between cognitivism and non-cognitivism about religious language</li> </ul>	

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

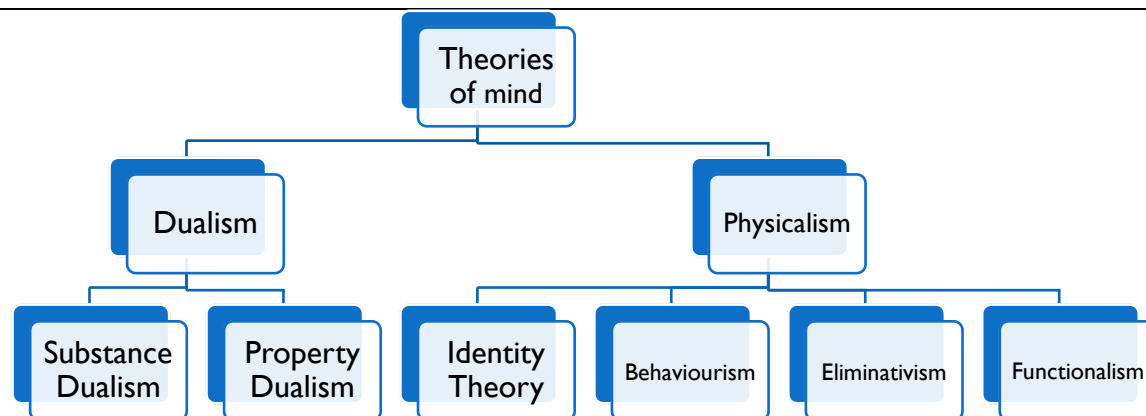
	<b>11. The empiricist/logical positivist challenges to the status of religious language</b> <ul style="list-style-type: none"> <li>- The verification principle and verification/falsification (Ayer)</li> <li>- Ayer and the elimination of metaphysics</li> <li>- John Hick's responses to Ayer (eschatological verification)</li> </ul>	
	<b>12. University debate</b> <ul style="list-style-type: none"> <li>- Flew on falsification (Wisdom's gardener)</li> <li>- Mitchell's response to Flew (the Partisan)</li> <li>- Hare's response to Flew (bliks and the lunatic)</li> <li>- Issues with these responses</li> </ul>	

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

LEARNING PLAN		
A LEVEL PHILOSOPHY	METAPHYSICS OF MIND	Paper 2 – AQA (7172) <b>Metaphysics of God and Metaphysics of Mind</b> 3 hour exam May/June 2024
BIG PICTURE:		ASSESSMENT OBJECTIVE
<p>Metaphysics, what is it all about; life, the universe and everything? Metaphysics attempts to give an account of the ultimate nature of reality- of what is really going on. Metaphysics often involves exploring concepts that we usually take for granted.</p> <p>Do humans have souls; whether we have one, if we do have one what happens to it after we die, and how is it that we can both be bodies (who get injured, who fall, who stop working if our brains are removed) and minds (which perceive the beauty and pains of the world). Metaphysics of the mind descends into a discussion of the ultimate nature of reality. Are there two kinds of things in the world – matter and mind? Or just one thing-matter?</p>		AO1
		AO2
<p>AO1 concerns how well you are able to show your understanding of the topic, ideas, methods and arguments and your ability to analyse and explain them by identifying the key ideas and showing how they fit together.</p>		<p>AO2 tests your capacity to analyse philosophical positions, theories and arguments in order that you may evaluate how strong they are by exploring the quality of the reasoning, considering their implications and exploring objects and counter arguments.</p>
METAPHYSICS OF MIND		
<p>In this topics we will be exploring a range of interconnected metaphysical questions concerning the nature of the mind, and how it relates to the body. The metaphysics of the mind section is concerned with trying to understand the true nature of consciousness. What ultimately it is and how does it relate to the body?</p> <p>There are two broad types of answer to these questions to examine:</p> <p><b>DUALIST THEORIES</b> claim that the mind is distinct from the body so that a complete physical account of a human being will not be able to explain consciousness.</p> <p><b>PHYSICALIST THEORIES</b> claim that ultimately we can explain the mind in terms of the physical.</p>		
		<b>YEAR 12 EXAM</b>
		Summer Term
		<b>YEAR 13 EXAM</b>
		Spring Term
		<b>A LEVEL EXAM</b>
		May/June



## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5



### THE EXAM

The A Level consists of two, three hour papers. Both exam papers contain 10 questions, 5 on each theme:

**1 x 3 mark question** (all 3 marks awarded for AO1)

**2 x 5 mark questions** (all 5 marks awarded for AO1)

**1 x 12 mark question** (all 12 marks awarded for AO1)

**1 x 25 mark question** (5 marks awarded for AO1, 20 marks for AO2).

### LESSON, INDEPENDENT STUDY, ORGANISATION

You will have 5 lessons a fortnight in which to study this course.

You are expected to spend an hour working independently for every hour in class that is 5 hours a fortnight for this course.

You will have a text book for Paper 2 and additional revision materials. You must bring all texts book and work to all lessons.

**Three-mark questions** These test your grasp of essential concepts that you have covered on the course. They may ask you to provide a definition, or briefly outline an idea or theory.

**Five-mark questions** These questions will ask you to outline or explain an idea, theory or argument.

**Twelve-mark questions** These will ask you to explain a more substantial aspect of the syllabus. Perhaps a theory and an objection or to explain how a theory may be applied.

**Twenty-five mark questions** (5 AO1 + 20 AO2) The 25 mark questions involve not just outline an theory, but engaging meaningfully with the arguments for yourself and trying to argue for a point of view. These are the only questions that test your capacity to develop and argument in defence of your own judgement.

<b>METAPHYSICS OF MIND - WHAT DO WE MEAN BY MIND?</b>	<b>1. Mental states</b> <ul style="list-style-type: none"> <li>- All (or some) mental states have phenomenal properties</li> <li>- 'Qualia' as 'intrinsic and non-intentional phenomenal properties that are introspectively accessible'</li> <li>- All (or some) mental states have intentional properties (intentionality)</li> </ul>	<b>3 Marks Question</b> <ol style="list-style-type: none"> <li>1. What claim do logical/analytical behaviourists make regarding statements about mental states?</li> <li>2. What do eliminative materialists claim about mental states?</li> <li>3. Define qualia</li> </ol>
---	---	--

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

METAPHYSICS OF MIND - DUALIST THEORIES	<b>2. Substance dualism</b> <ul style="list-style-type: none"> <li>- Indivisibility argument for substance dualism (Descartes)</li> <li>- Counter: the mental is divisible in some sense</li> <li>- Counter: not everything physical is divisible</li> <li>- Conceivability argument for substance dualism (Descartes)</li> <li>- Counter: what is conceivable may not be metaphysically possible</li> <li>- Counter: what is metaphysically possible tells us nothing about the actual world</li> </ul>	<b>5 Mark Question</b> <ol style="list-style-type: none"> <li>1. Outline Descartes' conceivability argument for substance dualism</li> <li>2. Explain Ryle's claim that substance dualism makes a 'category mistake'</li> <li>3. Outline Descartes' conceivability argument for substance dualism.</li> </ol>
	<b>3. Property Dualism</b> <ul style="list-style-type: none"> <li>- The 'philosophical zombie' argument for property dualism (Chalmers)</li> <li>- Counter: 'a philosophical zombie' / 'zombie' world is not conceivable</li> <li>- Counter: what is conceivable might not be metaphysically possible</li> <li>- Counter: metaphysical possibility tells us nothing about the actual world.</li> </ul>	<b>5 Mark Question</b> Explain how substance dualism differs from property dualism Outline the 'philosophical zombies' argument <b>12 Mark Question</b> Explain the philosophical zombies argument and the response that what is conceivable may not be metaphysically possible
	<b>4. Property Dualism</b> <ul style="list-style-type: none"> <li>- The 'knowledge/Mary' argument for property dualism (Jackson)</li> <li>- b. Counter: Mary gains no new propositional knowledge but gains ability knowledge</li> <li>- Counter: Mary gains no new propositional knowledge but gains acquaintance knowledge</li> <li>- d. Counter: Mary gains 'new knowledge' but this is 'old facts' known in a new way</li> </ul>	<b>5 Mark Question</b> Outline how the 'knowledge/Mary argument' can be applied to functional facts <b>12 Mark Question</b> Explain the knowledge argument for property dualism.

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

METAPHYSICS OF MIND - PHYSICALIST THEORIES	<b>5. Issues with Dualism</b> <ul style="list-style-type: none"> <li>- Dualism makes a 'category mistake' (Ryle)</li> <li>- Problems of interaction, empirical and conceptual (Princess of Bohemia)</li> <li>- Problems of other minds</li> <li>- Responses: argument from analogy, existence of other minds is the best hypothesis</li> <li>- Issues facing epiphenomenalism:</li> <li>- Introspective self-knowledge</li> <li>- Phenomenology of our mental life (involves causal connections, psychological and psycho-physical) Evolution</li> </ul>	<b>12 Mark Question</b> <ol style="list-style-type: none"> <li>1. Explain how Gilbert Ryle's 'category mistake' posts a problem for dualism</li> <li>2. Explain Descartes' conceivability argument and the criticism that it relies on the masked man fallacy.</li> <li>3. Outline mind-brain type identity theory and explain how Descartes' divisibility argument presents a challenge to this view.</li> </ol>
		<b>25 Mark Essay</b> Are dualists right to say that minds and/or their properties are non-physical
	<b>6. Behaviourism</b> <ul style="list-style-type: none"> <li>- 'Hard' behaviourism: mental-states talk, translated into behaviour talk (including Hempel)</li> <li>- 'Soft' behaviourism: proposition about mental states are propositional about behavioural dispositions. (Ryle)</li> </ul>	<b>5 Mark Question</b> What is a super spartan?
	<b>7. Issues with Behaviourism</b> <ul style="list-style-type: none"> <li>- Counter: dualist arguments applied to behaviourism</li> <li>- Counter: mental states distinct from behaviour ('super-Spartans' and perfect actors)</li> <li>- Counter: hard to define mental states due to (a) circularity and (b) multiple realisability</li> <li>- Counter: asymmetry between knowledge of self and other people's mental states.</li> </ul>	<b>5 Mark Question</b> Explain how the asymmetry between self- and other- knowledge presents a problem for behaviourism <b>12 Mark Question</b> Outline mind-brain type identity theory and explain how the issue of multiple realisability challenges this view.
	<b>8. Mind-brain type identity materialism</b> <ul style="list-style-type: none"> <li>- Mental states are identical to brain states ('ontological' reduction) but not synonymous (no 'analytic' reduction)</li> <li>- Counter: dualist arguments applied to mind-brain type identity theory</li> <li>- Counter: issues with providing type identities multiple realisability of mental states)</li> </ul>	<b>12 Mark Question</b> Outline mind-brain type identity theory and explain how the issue of multiple realisability challenges this view

## HIGHGATE WOOD SCHOOL: CURRICULUM MAP FOR KEY STAGE 5

<p><b>METAPHYSICS OF MIND - PHYSICIST THEORIES</b></p>	<p><b>9. Eliminative materialism</b></p> <ul style="list-style-type: none"> <li>- Some/all 'folk-psychology' mental states/properties do not exist and our current understanding is radically mistaken (Churchland)</li> <li>- Counter: certainty about our mental states trumps other considerations</li> <li>- Counter: good predictive and explanatory power of folk-psychology (best hypothesis)</li> <li>- Counter: belief in eliminative materialism is self-refuting</li> </ul>	<p><b>3 Marks Question</b></p> <p>What do eliminative materialists claim about mental states?</p> <p><b>12 Mark Question</b></p> <p>Outline eliminative materialism and explain how the predictive power of folk psychology challenges this view.</p> <p><b>25 Mark Essay</b></p> <p>Does philosophical behaviourism give the correct account of mental states? Is eliminative materialism convincing?</p>
<p><b>Functionalism</b></p>	<p><b>10. Functionalism</b></p> <ul style="list-style-type: none"> <li>- Mental states characterised by functional roles which can be multiply realised</li> <li>- Counter: possibility of functional duplicates with different qualia (inverted qualia)</li> <li>- Counter: possibility of functional duplicates without mentality/qualia (Ned's Block's China's mind)</li> <li>- Counter: knowledge /Mary argument applies to functional facts (no amount of facts can explain qualia)</li> </ul>	<p><b>5 Mark Question</b></p> <p>Explain how Block's China thought experiment can be used to argue against functionalism.</p> <p>Explain how the inverted spectrum presents a problem for functionalism.</p> <p><b>25 Mark Essay</b></p> <p>Is the functionalist theory of mental states correct?</p>