



Year 12 Curriculum Overview: UNIT 1: Epistemology



Autumn Term

Topics/ content outline:

Term 1a:

- What is knowledge?

Term 1b:

- Knowledge through perception

Powerful Knowledge (key concepts, skills)

- What is knowledge delves into different types of knowledge, distinguishing between acquaintance, ability, and propositional knowledge. The nature of definition and the Tripartite view are discussed, with attention to issues like the conditions not being individually necessary and Gettier-style cases. Responses to these issues include Infallibilism, Reliabilism, No False Lemmas, and Virtue Epistemology.
- Additionally, Direct Realism is explored, along with associated issues and responses.

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria. Separate exam skills lessons are embedded in schemes of work and delivered frequently. A variety of 3, 5, 12, and 25 mark questions. Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

How can you help at home?

- Test key terminology from this unit
- Go through knowledge organisers and check understanding
- Use the course companions to delve deeper into understanding and ask students to explain things to you.
- Support with the creation of essay planning to ensure there is a balance of issues and responses.

Spring Term

Term 2a:

- Knowledge through perception (continued)

Term 2b:

- Knowledge through reason

- Knowledge through perception explores various philosophical perspectives. Indirect Realism is discussed, along with associated issues and responses. Berkeley's Idealism is examined, addressing its issues and responses.
- Innatism, argued by Plato and Leibniz, is considered, along with empiricist responses and their associated issues. Additionally, the Intuition and Deduction Thesis, featuring Descartes' doubt, Cogito, and trademark arguments, are explored, along with their issues and responses ...

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Summer Term

Term 3a:

- Knowledge through reason (continued)

Term 3b:

- The limits of knowledge

- ... these lessons address philosophical scepticism and its role, distinguishing between local and global scepticism. Descartes' sceptical arguments, including the three 'waves of doubt,' are examined. Additionally, responses to scepticism are discussed.
- Furthermore, proof of the existence of the physical world is explored, along with associated issues and responses.

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Year 12 Curriculum Overview: UNIT 2: Moral Philosophy

Autumn Term

Topics/ content outline:

Term 1a:

- Normative Ethical Theories.
- Utilitarianism

Term 1b:

- Deontological Ethics

Powerful Knowledge (key concepts, skills)

- These lessons delve into two influential ethical theories: Utilitarianism, advocated by Bentham and Mill, and Kantian deontological ethics. Issues surrounding both theories, along with responses to these issues, are explored.
- Utilitarianism focuses on maximizing overall happiness, while Kantian deontological ethics emphasises moral duty and principles. Discussions include critiques and defences of each theory, along with considerations of their practical application in ethical decision-making.

What will you be assessed on?

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

How can you help at home?

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Spring Term

Term 2a:

- Aristotelian virtue Ethics

Term 2b:

- Applied Ethics

- AVE focuses on the development of virtuous character and the pursuit of eudaimonia, or flourishing. Key concepts include eudaimonia as a final end, the function argument, and virtues of the soul. The doctrine of the mean emphasizes moderation in actions. Discussions also cover the relationship between virtues, actions, and reasons, as well as critiques and responses to virtue theory.
- Additionally, the application of virtue theory to moral dilemmas such as simulated killing, eating meat, telling lies, and stealing is examined.

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

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Summer Term

Term 3a:

- Metaethics

Term 3b:

- Exam practice

- Meta-ethics explores the nature and origins of moral principles. Realism and cognitivism argue for the objective existence of moral facts, with naturalism viewing them as part of the natural world. Non-naturalism and intuitionism propose that moral facts are distinct from natural facts and can be known intuitively.
- Issues with moral realism include error theory, which denies the existence of moral facts, and emotivism, which views moral statements as expressions of emotions. Prescriptivism proposes that moral statements are commands or recommendations. Issues with moral anti-realism are also examined.

A range of formative and summative assessments following the AQA Philosophy and ethics exam criteria.

Separate exam skills lessons are embedded in schemes of work and delivered frequently.

A variety of 3, 5, 12, and 25 mark questions.

Recall questions, Quizlet, Microsoft Form and knowledge organisers all used to test knowledge and understanding.

- Test and key terminology from this unit
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Year 13 Curriculum Overview: UNIT 3: Metaphysics of God

Autumn Term

Topics/ content outline:

Term 1a:

- The concept and nature of God

Term 1b:

- Arguments relating to the existence of God

Powerful Knowledge (key concepts, skills)

- The concept and nature of God and arguments relating to the existence of God explore philosophical arguments about God's attributes, including challenges to their coherence. They cover Ontological Arguments by Anselm, Descartes, and Malcolm, Teleological Arguments by Hume, Paley, and Swinburne, and Cosmological Arguments by Kalam, Aquinas, Descartes, and Leibniz, along with their critiques and responses.

What will you be assessed on?

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Spring Term

Term 2a:

- The Problem of Evil

Term 2b:

- Religious Language

- The problem of evil and religious language evaluate whether God's attributes can coexist with the problem of evil and examine responses to this issue.
- Additionally, they assess the meaningfulness of religious language, discussing cognitivism and non-cognitivism. Logical positivism, with its associated issues and responses, is explored in relation to religious language.

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Year 13 Curriculum Overview: UNIT 4: Metaphysics of Mind



Autumn Term

Topics/ content outline:

Term 1a:

- What do we mean by mind?
- Substance Dualism

Term 1b:

- Property Dualism
- Issues with Dualism

Powerful Knowledge (key concepts, skills)

- The nature of the mind explores arguments for both Substance Dualism and Property Dualism, along with associated issues and responses. The Indivisibility argument and the Conceivability argument are examined in support of Substance Dualism, while the Mary/Knowledge argument and other philosophical arguments are presented for Property Dualism.
- Additionally, issues with Dualism, such as the problem of other minds, challenges with interactionism, and problems with epiphenomenalism, are discussed. Responses to these issues are also considered.

What will you be assessed on?

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Spring Term

Term 2a:

- Physicalist Theories

Term 2b:

- Functionalism

- Physicalist theories explore various arguments for physicalism in philosophy of mind. Hard and soft behaviourism, Mind-Brain Identity theory, Eliminative Materialism, and Functionalism are discussed as arguments supporting physicalism, along with associated issues and responses. These theories propose different ways of understanding the relationship between the mind and the physical brain, considering issues such as mental states, consciousness, and the nature of mental processes.
- Responses to these arguments involve addressing concerns about mental causation, qualia, and the explanatory power of physicalism.

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