

Curriculum Plans: A-Level RS: Paper 1: Philosophy of Religion Y12

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Nature of philosophical arguments – Teleological argument	<ul style="list-style-type: none"> -The types of reasoning offered by the argument: inductive, a posteriori, synthetic. -Why is the universe the way that it is? Interpretation of experience. -The role of analogy: Paley’s Watch, and the argument from purpose and from regularity. Aquinas’ Fifth Way. -The cumulative effect of evidence: Swinburne’s argument from probability. -Interpretation of the universe: regularities of co-presence and regularities of succession. -The Anthropic Principle as the best explanation for the way that the universe is. -Weakness of the design argument: alternative explanations, including evolution and deism. -David Hume’s criticisms of the design argument. 	<ul style="list-style-type: none"> -Use specialist terms appropriately and accurately - Recall the key philosophers' views for the Teleological arguments. -Select and organise information carefully -Debate will form a core part of this module and therefore students will develop their speaking and listening skills. -Oracy skills – working collaboratively to explore ideas and big questions -Understand and critically evaluate the strength of scholarly views -Critically deconstruct ideas and form coherent and logical chains of reasoning -Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence -Reach conclusions which fully and logically draw together ideas and are fully justified -Make synoptic links between this module and other topics in ethics and New Testament 	<ul style="list-style-type: none"> -Inductive reasoning -Deductive reasoning -A posteriori -Necessary truth -Synthetic proposition -Predicate -Analogy -Anthropic principle -Abductive argument -Telos 	<p>Essay questions on topic area. Key word tests.</p>

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Michaelmas 2	Cosmological argument	<ul style="list-style-type: none"> -The types of reasoning offered by the argument: inductive, a posteriori, synthetic. -Leibniz's principle of sufficient reason. Why is there something rather than nothing? Interpretation of experience. -The Kalam Cosmological argument: Whatever begins to exist has a cause. -Aquinas' Cosmological arguments: from motion, cause and contingency. The concepts of contingency and necessity. -Debates about infinite regress: going back to infinity without end. -First cause and God as a necessary being. -Strengths and weaknesses of the cosmological argument. Do they offer probability or proof? -Challenges to the concept of necessary existence. -The brute fact argument: the universe is a 'brute fact' which has no explanation. -The criticisms of Kant and Hume. 	<ul style="list-style-type: none"> -Use specialist terms appropriately and accurately - Recall the key philosophers' views for the Cosmological arguments. -Select and organise information carefully -Debate will form a core part of this module and therefore students will develop their speaking and listening skills. -Oracy skills – working collaboratively to explore ideas and big questions -Understand and critically evaluate the strength of scholarly views -Critically deconstruct ideas and form coherent and logical chains of reasoning -Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence -Reach conclusions which fully and logically draw together ideas and are fully justified -Make synoptic links between this module and other topics in ethics and New Testament 	<ul style="list-style-type: none"> -Inductive reasoning -Deductive reasoning -A posteriori -Necessary being -Contingent being -Infinite regress -Fallacy of composition -Aseity 	<p>Essay questions on topic area. Key word tests.</p>
Lent 1	Ontological argument	<ul style="list-style-type: none"> -<i>A priori</i> compared to <i>a posteriori</i> types of arguments, deductive reasoning, not evidence based but understanding of concept 'God' as an analytic proposition. -Definitions of 'God', necessary existence, aseity. -Strengths and weaknesses of the Ontological Arguments: 	<ul style="list-style-type: none"> -Use specialist terms appropriately and accurately - Recall the key philosophers' views for the Ontological arguments. -Select and organise information carefully -Debate will form a core part of this module and therefore students will develop their speaking and listening skills. -Oracy skills – working collaboratively to explore ideas and big questions 	<ul style="list-style-type: none"> -Deductive reasoning -A priori -Logical -Illogical -Mind -Reality -Reductio ad absurdum -Proslogion 	<p>Essay questions on topic area. Key word tests.</p>

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		<p>concept of proof compared to probability, debates about 'existence' and predicates. Challenges to the argument.</p> <p>-Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion.</p> <p>With reference to the ideas of Anselm and B Russell.</p>	<p>-Understand and critically evaluate the strength of scholarly views</p> <p>-Critically deconstruct ideas and form coherent and logical chains of reasoning</p> <p>-Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence</p> <p>-Reach conclusions which fully and logically draw together ideas and are fully justified</p> <p>-Make synoptic links between this module and other topics in ethics and New Testament</p>	<p>-A being 'that than which none greater can be conceived'</p> <p>-Necessary</p> <p>-Contingent</p>	
Lent 2	The problem of evil and suffering	<p>-Problem of evil and suffering</p> <p>-The nature of the problem across a range of religious traditions, types of evil and suffering, moral and non-moral.</p> <p>-The challenge to religious belief posed by the inconsistency of the nature of God and the evident existence of evil and suffering challenging belief in the existence of God. With reference to the ideas of D Hume and J Mackie.</p> <p>Theodicies and solutions to the problem of suffering. With reference to the ideas of Augustine and Irenaeus.</p> <p>-Belief that creation was good; evil and suffering is a privation of good due to the fall of the angels and man because of the misuse of free will, soul-deciding, significance of reconciliation.</p>	<p>-Use specialist terms appropriately and accurately</p> <p>- Recall the key philosophers' views for the problem of evil</p> <p>-Select and organise information carefully</p> <p>-Debate will form a core part of this module and therefore students will develop their speaking and listening skills.</p> <p>-Oracy skills – working collaboratively to explore ideas and big questions</p> <p>-Understand and critically evaluate the strength of scholarly views</p> <p>-Critically deconstruct ideas and form coherent and logical chains of reasoning</p> <p>-Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence</p> <p>-Reach conclusions which fully and logically draw together ideas and are fully justified</p>	<p>-Evil</p> <p>-Moral evil</p> <p>-Natural evil</p> <p>-Theodicy</p> <p>-Inconsistent triad</p> <p>-Privato boni</p> <p>-Ex nihilo</p> <p>-The Fall</p> <p>-Evil as 'seminally present in the loins of Adam'</p> <p>-Soul-making</p> <p>-Eschatological justification</p> <p>-Epistemic distance</p>	<p>Essay questions on topic area.</p> <p>Key word tests.</p>

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		<p>-Process theodicy: God is not responsible for evil and suffering, but he is co-sufferer and cannot coerce the free will of human agents.</p> <p>Strengths and weaknesses of theodicies and solutions: compatibility or otherwise with modern views about origins of life, nature of God, innocent suffering, hypothesis of life after death.</p>	<p>-Make synoptic links between this module and other topics in ethics and New Testament</p>		
Trinity 1	Arguments from religious experience	<p>-Context of religious experience across religious traditions, range of definitions related to belief in God and/or ultimate reality, theistic and monistic views, ineffability, noetic, transience, passivity.</p> <p>-Types of religious experience include: conversion, prayer, meditation, mysticism, numinous.</p> <p>-Students should show understanding of the relationship between religious experience and propositional and non-propositional revelation.</p> <p>-Understand the alternative explanations, physiological and naturalistic interpretations, objectivist and subjectivist views. With reference to the ideas of W James and R Otto.</p> <p>Influence of religious experience as an argument for the existence of God</p> <p>-Inductive reasoning based on evidence, the link between appearances, how things seem, how things really are and conclusions drawn from experience about</p>	<p>-Use specialist terms appropriately and accurately</p> <p>- Recalling the key philosophers' views for and against the use of religious experiences as a type of proof for God.</p> <p>-Select and organise information carefully</p> <p>-Debate will form a core part of this module and therefore students will develop their speaking and listening skills.</p> <p>-Oracy skills – working collaboratively to explore ideas and big questions</p> <p>-Understand and critically evaluate the strength of scholarly views</p> <p>-Critically deconstruct ideas and form coherent and logical chains of reasoning</p> <p>-Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence</p> <p>-Reach conclusions which fully and logically draw together ideas and are fully justified</p> <p>-Make synoptic links between this module and other topics in ethics and New Testament</p>	<p>-Conversion</p> <p>-Numinous</p> <p>-Visions</p> <p>-Ecstatic</p> <p>-Intellectual</p> <p>-Sensory</p> <p>-Visions</p> <p>-Prayer</p> <p>-Ineffable</p> <p>-Noetic</p> <p>-Transiency</p> <p>-Passivity</p> <p>-Mysticism</p>	<p>Essay questions on topic area.</p> <p>Key word tests.</p>

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		<p>reality and existence. Principles of testimony and credulity, the value and role of testimony to religious experience. With reference to the ideas of R Swinburne and J Hick.</p> <p>-Strengths and weaknesses of religious experience as an argument for the existence of God: experiences influenced by the religious context of the believer, religious experiences interpreted as any other sensory experiences, complexity of interpretations, issues of probability and proof as relating to the argument, nature of God, including transcendent and immanent, limitations of language, lack of uniformity of experiences, refinements of and challenges to the argument. With reference to the ideas of M Persinger and R Dawkins.</p>			
Trinity 2	End of year exam Anthology work	<p>-This work links to prior learning on the Problem of Evil</p> <p>-Analysis of J.L. Mackie's work on the Inconsistent Triad and Problem of Evil</p>	<p>Critical analysis of the set exam board text (Anthology)</p> <p>Use specialist terms appropriately and accurately</p> <p>-Select and organise information carefully</p> <p>-Debate will form a core part of this module and therefore students will develop their speaking and listening skills.</p> <p>-Oracy skills – working collaboratively to explore ideas and big questions</p> <p>-Understand and critically evaluate the strength of scholarly views</p> <p>-Critically deconstruct ideas and form coherent and logical chains of reasoning</p>	-Inconsistent triad	<p>Essay questions on topic area.</p> <p>Key word tests.</p>

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			<ul style="list-style-type: none">-Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence-Reach conclusions which fully and logically draw together ideas and are fully justified		
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Year 13

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Michaelmas 1	Verification and Falsification Debates	<p>-The context of Logical Positivism and the Vienna Circle, analytic and synthetic statements, implications for the claim that religious language is meaningless; view that religious claims are false because nothing can count against them</p> <p>-‘bliks’ as unfalsifiable ways of framing our interpretation of the world compared to beliefs that are significant articles of faith which may be significantly challenged but not easily abandoned.</p> <p>-Understand and evaluate the strengths and weakness of these approaches, including realist and anti-realist views and eschatological verification.</p> <p>-Make links to the ideas of A J Ayer and B Mitchell.</p>	<p>Debate will form a core part of this module and therefore students will develop their speaking and listening skills.</p> <p>They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Recalling the key philosophers' views for the Verification and Falsification Principles.</p> <p>Developing the ability to select relevant material to support opinions.</p> <p>Comparing the many different views indicating strengths and weakness of the approaches.</p>	<p>-Analytic statements</p> <p>-Synthetic statements</p> <p>-Verification Principle</p> <p>-Falsification Principle</p> <p>-‘Blik’</p> <p>-Realist</p> <p>-Anti-realist</p> <p>-Cognitive</p> <p>-Non-cognitive</p> <p>-Eschatological verification</p>	<p>Essay questions on topic area.</p> <p>Key word tests.</p>
Michaelmas 2	Analogy, and Symbol	<p>-Examine the implications of viewing religious language as Analogy with reference to the work do St Thomas Aquinas</p>	<p>Recalling the key philosophers' views for view religious language as analogy or symbol.</p>	<p>-Analogy</p> <p>-Via negativa</p> <p>-Symbol</p> <p>-Ultimate concern</p>	<p>Essay questions on topic area.</p> <p>Key word tests.</p>

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		<ul style="list-style-type: none"> -Explore the concept of <i>via negativa</i>, knowledge about God may be gained by what God is not like -Understand the difference between equivocal and univocal language and problems of Anthropomorphism -Understand the problems of attribution, significance of proportional similarities and dissimilarities. -Examine the work of Paul Tillich with reference to viewing religious language as symbol -Understand the types of symbol across a range of religious traditions, distinction between signs and symbols, symbols identifying and participating in a concept. Understand the problems of interpreting symbols and their limited application to a particular faith context. 	<p>They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Recalling the key philosophers' views for interpreting religious language as analogy and symbol.</p> <p>Developing the ability to select relevant material to support opinions.</p> <p>Comparing the many different views indicating strengths and weakness of the approaches.</p>	<ul style="list-style-type: none"> -Proportion -Attribution 	
Lent 1	Language Games	<ul style="list-style-type: none"> -Examine the 'Language Games' approach to interpreting religious language. -Explore this theory in relation to the work of Wittgenstein and DZ Phillips -Understand critiques of picture theory and how Wittgenstein views the functional uses of language in the context of a form of life. -Understand that 'Language Games' views religious language as non- 	<p>Recalling the key philosophers' views for view religious language as 'Language Game'.</p> <p>They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p>	<ul style="list-style-type: none"> -Language Game -Picture theory -Functional use of language -Form of Life (<i>Sitz im Leben</i>) -Coherence theory -fideism 	<p>Essay questions on topic area.</p> <p>Key word tests.</p>

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		<p>cognitive uses the criteria of coherence in the relevant language game.</p> <p>-Explore the distinctive character of religious language and the significance of fideism in this context wherein language can only be understood in the context of faith.</p> <p>With reference to the ideas of L Wittgenstein and D Phillips.</p>	<p>Recalling the key philosophers' views for interpreting religious language as 'Language Game'.</p> <p>Developing the ability to select relevant material to support opinions.</p> <p>Comparing the many different views indicating strengths and weakness of the approaches.</p>		
Lent 2	Works of Scholars	<p>-Examine the context to critiques of religious belief and points for discussion.</p> <p>-Understand the respective strengths and weaknesses of religious beliefs with reference to the work of R Dawkins and M Westphal.</p> <p>-Explore alternative explanations, issues of probability and postmodern interpretations of religion.</p> <p>-Understand and examine key terms</p> <p>-Understand the different types of atheism and agnosticism.</p>	<p>Recalling the key philosophers' views on the strengths and weaknesses of religious beliefs</p> <p>They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Recalling the key philosophers' views for alternative explanations, issues of probability and postmodern interpretations of religion.</p> <p>Developing the ability to select relevant material to support opinions.</p> <p>Comparing the many different views indicating strengths and weakness of the approaches.</p>	<p>-Positive Atheism</p> <p>-Negative Atheism</p> <p>-Agnosticism</p>	<p>Essay questions on topic area.</p> <p>Key word tests.</p>

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			Comparing the different types of atheism and agnosticism		
Trinity 1	Comparative study	<p>-Compare the different views of atheism and theism by examining a key debate in philosophy of religion</p> <p>-Examine the debate on religious belief between Bertrand Russell, and a religious believer, Frederick Copleston.</p> <p>-Understand the context of the writings of Russell and Copleston and the way these ideas are applied to issues in religion and belief, including the argument from contingency and religious experience.</p>	<p>Recalling the key philosophers' views on the strengths and weaknesses of religious beliefs with reference to Russell and Copleston.</p> <p>They will analyse arguments and form their own Judgements regarding the big questions in this unit.</p> <p>Recalling the key philosophers' views for alternative explanations, issues of probability and postmodern interpretations of religion.</p> <p>Developing the ability to select relevant material to support opinions.</p> <p>Comparing the many different views indicating strengths and weakness of the approaches.</p> <p>Comparing the different types of atheism and agnosticism</p>	<p>-Contingency</p> <p>-Religious experience</p> <p>-Personal Being</p> <p>-Agnostic</p> <p>-Sufficient Reason</p> <p>-Necessary</p> <p>-Analytic</p> <p>-Synthetic</p> <p>-Fallacy of composition</p> <p>-Subjective</p> <p>-Mysticism</p>	Essay questions on topic area.

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