

Year 12 Philosophy Curriculum Rationale

In Year 12 students begin by studying Epistemology. Students explore how sense experience works and whether it is necessary for knowledge or whether we have some knowledge as part of our human nature. Students consider what knowledge is, and what we cannot know. Embedded throughout the topic is attention to philosophical method and key terminology, which provides a firm foundation from which to also access other topics of study. The second topic studied in Year 12 is Moral Philosophy. Students investigate into three normative ethics theories – utilitarianism, Kantian deontological ethics and Aristotelian virtue ethics. Students consider the applied ethical issues of stealing lying, playing violent video games, and vegetarianism, as well as whether there are objective answers in ethics. Discussion and debate are key skills are the heart of this topic, and the applied ethical issues are revisited as students learn each new theory, to continually reinforce and develop their theoretical understanding and ability to see the relevance and difficulties of the theories upon application.

Paper 1 (50% of the A level: Epistemology and Moral Philosophy)

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
1. Epistemology: What is Knowledge (4 weeks)	1.Introduction to philosophical method. 2.Different types of knowledge. 3.Nature of definition. 4.Tripartite view. 5. Conditions as individually necessary. 6. Conditions as jointly sufficient. 7. Infallibilism. 8. No False Lemmas. 9. Reliabilism. 10. Virtue Epistemology. 11. Review. 12. Essay writing skills focus	Introduces students to the discipline of philosophy. Analysis of different definitions of knowledge, to understand how philosophical viewpoints are in dialogue with each other – cycle of response and issue. Evaluation of each approach build into each lesson.	Forms Quizzes Mid unit assessment – A01 knowledge and understanding (3 markers and 5 markers) End of unit assessment – AO2 analysis and evaluation (25 mark essay on definition of knowledge)	Key word focus to develop literacy. Students read original text of Gettier paper (1963) Numeracy developed through introduction to logic in philosophy (identity/ equivalence)	Abstraction (moving from concrete to abstract quickly) Precision (work effectively within rules of the domain) See alternative perspectives (take on views of others and deal with complexity and ambiguity) VAAs - Enquiring	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Royal Institute Lecture – What is the recipe for knowledge?

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				<p>PSHE links through enquiry into what counts as knowledge (links to fake news/ reliable sources)</p> <p>FBV – Individual liberties/ self-responsibility linked to pursuit of knowledge as a virtue.</p>		
2. Epistemology: Perception	1.Intro to Perception 2. Direct Realism 3. Issues with Direct Realism 4. Indirect Realism 5. Issues with Indirect Realism 6. Responses to the Issues 7. Idealism 8. Issues with Idealism 9. Review. 10. Essay writing skills focus	Three different approaches to perception are taught in chronological order (of when first posited by philosophers); there is retrieval and linking because the issues with one approach form the foundations of the next. Evaluation of	Forms Quizzes Mid unit assessment – A01 knowledge and understanding (3 marker, 5 marker and 12 marker on Direct and Indirect Realism) End of unit assessment – AO2 analysis and evaluation (25 mark essay on Idealism)	Key word focus to develop literacy. Students read Russell – Problems of Philosophy (Ch 1 and 2); and anthology extracts of original works from Locke, Hume and Leibniz.	Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence) Intellectual confidence (articulate personal views based on evidence) VAAs – Open Minded	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Royal Institute Lecture: How does perception work?

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		each approach built into each lesson.		<p>Numeracy developed through introduction to logic in philosophy (identity/ equivalence)</p> <p>PSHE links to exploration of reality/ virtual reality/ illusion.</p> <p>FBV – Individual liberties/ self-responsibility linked to how we acquire knowledge</p>		
3. Epistemology: Reason as a source of knowledge	1. Innatism. 3. Empiricist responses to Innatism. 3. Issues with Empiricism. 4. Review 5. Descartes’ Intuition and Deduction Thesis.	First part of the unit explores innatism in comparison to tabula rasa theories. Then unit focuses on Descartes’ Intuition and Deduction thesis from lesson 5 onwards.	Mid unit assessment – A02 analysis and evaluation (25 mark essay on Innatism) End of unit assessment – A02 25 mark essay on	Key word focus to develop literacy. Students read multiple extracts from Descartes’ <i>Meditations</i> .	Abstraction (moving from concrete to abstract quickly) Complex and multi-step problem solving (break down a task, decide, then act)	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	6. Hume's Fork. 7. Cogito. 8. Descartes' casual proofs of God. 9. Descartes' ontological argument. 10. Descartes' proof of the external world. 11. Review. 12. Writing in logical form skills focus.	Philosophical method at beginning of the course is revisited and a key focus is developing students' ability to identify different types of argument and premises (induction/ deduction/ a priori/ a posteriori) as well as their skills in being familiar with logical form of arguments and employing this in their own writing.	Intuition and Deduction Thesis)	Numeracy developed through introduction to logic in philosophy (deduction – certainty / induction - inference) and Plato's geometry and innatism case-study. PSHE links to equality through tabula rasa theories. FBV – Equality.	Fluent thinking (ability to generate ideas)	Royal Institute Lecture: Does all knowledge come from experience?
4. Epistemology: Scepticism	1. Philosophical scepticism 2. Descartes' method of doubt 3. Descartes' waves of doubt 4. Descartes' response to scepticism	This unit relates synoptically to the three previous units studied, providing the opportunity to make links, consolidate and extend understanding of all	Forms Quizzes Mid unit assessment – A01 knowledge and understanding (3 and 5 markers)	Key word focus to develop literacy. Students read Descartes' <i>Meditations 1</i> , as well as anthology extracts of original works	Connection Finding (ability to extrapolate understanding to other situations) Big Picture Thinking (ability to work with holistic concepts)	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	5. Empiricist responses to scepticism 6. Direct realism/ common sense responses to scepticism. 7. Reliabilist responses to scepticism. 8. Review. 9. Essay Skills focus	the Epistemology topics.	Students are also given 4 weeks to revise after completion of this unit, to sit a 90 mins PPE covering the entire Epistemology Topic using a complete past paper. (Some advanced guidance is given on the topics to be tested on)	from Hume and Russell. PSHE links through enquiry into limits of knowledge (links to fake news, open-mindedness, critical enquiry) FBV – Individual liberties/ self-responsibility to seek certain/ reliable knowledge	Intellectual confidence (articulate personal views based on evidence) Metacognition VAAs – Collaborative (group projects on Doubt)	
5. Moral Philosophy: Utilitarianism	1. Introduction to Moral Philosophy – Normative and Applied 2. Bentham’s hedonistic utilitarianism 3. Mill’s proof 4. Act and Rule utilitarianism	This integrates two aspects of moral philosophy – normative theories (utilitarianism) and applied ethics (lying, stealing, eating animals, simulated killing). The applied ethical scenarios are introduced at the	Mid-unit assessment – AO1 knowledge and understanding (3 marker and 5 markers) End of unit assessment – AO2 analysis and evaluation (25 mark essay)	Key word focus to develop literacy. Students read anthology extracts of original works from Bentham, Mill, Nozick and Singer.	Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence) See alternative perspectives (take on views of others and deal	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit.

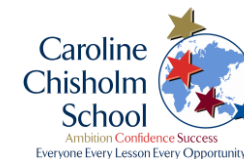
Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	5.Higher and Lower pleasures 6. Nozick's experience machine (criticism of hedonistic util) 7.Preference and non-hedonistic utilitarianism 8. Strengths and weaknesses 9. Utilitarianism and applied ethics 10. Evaluation	start, linked to throughout, and, in particular, revisited at the end of the topic. This also reinforces learning of the theoretical aspects. Different versions of utilitarianism are taught in sequence as a dialogue of development of ideas.		PSHE links to human rights and liberties, animal rights, and role of the government in our lives. FBV – Role of Law, Mutual Respect, Individual Liberty	with complexity and ambiguity) VAAs – Collaborative (group projects on applied ethics and debates on utilitarianism)	Royal Institute lecture: What is utilitarianism?
6. Moral Philosophy: Kantian ethics	1. Good will and duty 2. Universal Moral Laws/ Categorical Imperative 3. Generating moral laws. 4. Humanity formulation 5. Issues 6. Kant and applied ethics 7. Evaluation	This integrates two aspects of moral philosophy – normative theories (Kantian ethics) and applied ethics (lying, stealing, eating animals, simulated killing). The applied ethical scenarios are introduced at the start, linked to throughout, and, in particular, revisited at the end of the topic. This also	End of unit assessment – AO2 analysis and evaluation (25 mark essay)	Key word focus to develop literacy. Students read anthology extracts of original works from Kant and Benjamin Constant. PSHE links to human rights, liberties and equality.	Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence) See alternative perspectives (take on views of others and deal with complexity and ambiguity) VAAs – Collaborative (group projects on	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Royal Institute Lecture: How does Kant identify the supreme moral principle?

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		<p>reinforces learning of the theoretical aspects. There are a considerable about key terms required to access Kantian ethics; so considerable repetition is built into the early lessons of the unit.</p>		<p>FBV – Role of Law, Mutual Respect, Individual Liberty</p>	<p>applied ethics and debates on Kantian ethics)</p>	
<p>7. Moral Philosophy: Aristotelean virtue ethics</p>	<ol style="list-style-type: none"> 1. Agent-centred ethics 2. Function argument 3. Virtues and Vices 4. Doctrine of the Mean 5. Moral Responsibility 6. Role of Reason 7. Review 8. Issues 9. Application 10. Evaluation 	<p>This integrates two aspects of moral philosophy – normative theories (virtue ethics) and applied ethics (lying, stealing, eating animals, simulated killing). The applied ethical scenarios are introduced at the start, linked to throughout, and, in particular, revisited at the end of the topic. This also reinforces learning of the theoretical aspects.</p>	<p>Mid-unit assessment – A01 knowledge and understanding (3 marker and 5 markers)</p> <p>End of unit assessment – AO2 analysis and evaluation (25 mark essay)</p>	<p>Key word focus to develop literacy.</p> <p>Students read anthology extracts of original works from Aristotle, McIntyre, Foot, Anscombe.</p> <p>PSHE links to personal endeavour, good habits, moral responsibility.</p>	<p>Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence)</p> <p>See alternative perspectives (take on views of others and deal with complexity and ambiguity)</p> <p>VAA’s – Collaborative (group projects on applied ethics and debates on virtue ethics)</p>	<p>Homework set regularly for most lessons.</p> <p>Further Reading Resources available on Teams.</p> <p>Quizlet: Key word tests for the unit.</p> <p>Royal Institute Lecture: What is the good life?</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				FBV – Mutual Respect, Individual Liberty		
8. Moral Philosophy: Metaethics	1. Introduction to Meta-ethics. 2. Moral realism – Naturalism. 3. Moral realism – Non-naturalism. 4. Issues with moral realism. 5. Error Theory. 6. Emotivism. 7. Prescriptivism. 8. Issues with moral anti-realism. 9. Review. 10. Application to applied ethics. 11. Evaluation	First realist and then anti-realist approaches are taught, with the issues to the realist approaches, forming the basis for the anti-realist models. Key differences in approaches are continually revisited: ie. realist/ non-realist and cognitivist/ non-cognitivist. Applied ethics covered at the end of the unit, is also an opportunity to review all the theoretical perspectives. There is also retrieval practice on Hume’s fork and its new application in the verification principle.	Unit assessment – A01 knowledge and understanding (3 marker, 5 markers, 12 markers) End of unit assessment – AO2 analysis and evaluation (25 mark essay)	Key word focus to develop literacy. Students read anthology extracts of original works from Mackie and Ayer.. PSHE links to personal endeavour, good habits. FBV – Mutual Respect, Individual Liberty	Abstraction (moving from concrete to abstract quickly) Precision (work effectively within rules of the domain) VAAs - Enquiring	Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Royal Institute Lecture: Is anything really wrong?

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Revision for Year 12 PPE	Revision of Year 12 content	Revision focuses on knowledge based tasks which students do outside of lessons; and skills based tasks which we do in lessons with guided teacher support	End of Year 3 hour PPE exam on Epistemology and Moral Philosophy using a complete past paper.		Automaticity Speed and accuracy	5 Marker Booklets on Moral Philosophy Topics Essay planning Revision recorded presentations and cover-all sheets Quizlet – key word tests
9. Metaphysics of God: Nature and Attributes of God (Start Paper 2)	1. Concept of God 2. Omnipotence and issue of Paradox of the Stone. 3. Omniscience and issue of Free will. 4. Benevolence and Euthyphro Dilemma. 5. God’s relationship with time	After the internal exams, A2 work is started. Students explore different attributes and the issues associated with them. For students who studied RS GCSE, are encouraged to link back to prior learning. Focus on writing arguments in logical form is reinforced as it becomes an even more significant course skill at A2.	Group project (AO1 and AO2 skills) Forms Quiz on each attribute debate End of unit assessment – AO2 analysis and evaluation (25 mark essay)	Key word focus to develop literacy. Students read anthology extracts of original works from Mavrodes, Boethius, Stump and Kretzman. PSHE links to personal beliefs FBV – Mutual Respect, Individual Liberty	Connection Finding Flexible Thinking Strategy Planning Metacognition VAAs – Collaborative (group projects on attributes of God)	Homework set regularly for most lessons. Further Reading Resources available on Teams. Summer Work - 1. Ontological argument reading (which include interleaved retrieval prac of Intuition and Deduction Thesis), 2. 5 marker booklet on ‘Intuition-Deduction’ topic as part of revision for October PPE and

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						which also supports understanding of Ontological argument reading.