

Year 13 Philosophy Curriculum Rationale

In Year 13 students first study the Metaphysics of God. Students analyse the nature of God in the monotheistic religions, look at classical arguments for and against God's existence, and question what it means to speak of God at all. Focus on the logical form and structure of the arguments for God is critical to their evaluation; links are made to the skills of the philosophical discipline first introduced in the Epistemology unit and then further enhanced in the current topic. The arguments of Descartes and Hume, first studied in Epistemology, are also revisited as it is at this stage in the course that students can begin to make significant synoptic links across topics. The final topic studied is Metaphysics of Mind. Students consider perspectives on whether the mind is more than simply the brain, looking at a variety of views from ones that say the mind is completely separate and can survive death to views that say talking about the mind doesn't even make sense anymore. Descartes is again the starting point for this topic, which this reinforces and extends the learning in previous topics. The topics within the unit are taught chronologically (in terms of when first posed by philosophers), which enables students to further grasp that the discipline is continually evolving, that the history of philosophy involves debates over interpretation as much as validity, and that philosophy overlaps and helps to inform the questions asked by psychology and neuroscience.

Paper 2 (50% of the A level: Metaphysics of God and Metaphysics of Mind)

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
1. Metaphysics of God: Ontological Argument	1. Review of logical form of arguments and Descartes' arguments for God – Epistemology topic. 2. Anselm and Descartes' ontological arguments. 3. Issues from Gaunilo, Hume and Kant. 4. Malcolm's ontological argument. 5. Evaluation	A review of logical form, review of Intuition-Deduction summer topic, which includes a review of Descartes' three arguments for God enable students to link prior knowledge to the current topic. The issues with Anselm and Descartes' arguments are taught before Malcolm's modern ontological	Forms Quizzes End of unit assessment – AO2 analysis and evaluation (25 mark essay)	Key word focus to develop literacy. Students read anthology extracts from Anselm, Descartes and Kant. PSHE links through enquiry into belief and God.	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. Interleaved: 5 marker practice booklet on Yr 12 topic: What is knowledge.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		argument to enable students to grasp that it is a response to the traditional issues, and so philosophical enquiry debates by way of argument, counter-argument and synthesis.		FBV – Respect – towards different beliefs.		
2. Metaphysics of God – Teleological Arguments for the Existence of God	1. Intro to Teleological arguments. 2. Hume’s presentation of the argument from analogy. 3. Paley’s argument from spatial order. 4. Issues with analogy and spatial disorder. 5. Swinburne’s argument from temporal order. 6. Issues from unique case and best explanation. 7. Review 8. Evaluation	Arguments and issues are taught in turn according to (philosophical) chronological order, to demonstrate the way in which arguments develop and respond. Evaluation skills are focused upon every lesson, and in particular in each Issues lesson, and at the end when these are formally applied to essay writing skills.	Forms Quizzes 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 Paley, Hume and Swinburne. PSHE links through enquiry into belief and God.	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. Interleaved: 5 marker practice booklets on Yr 12 topic: (a) Innatism; (b) Scepticism

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
				FBV – Respect – towards different beliefs.		
School-wide Year 13 PPE Round 1	This is a 3 hour paper: Topic 1: Epistemology (Students must revise all topics, though focus will be on What is knowledge, Intuition-Deduction Thesis as these were not the focus of previous year 12 PPEs); and Topic 3: God (Students are only part way through the topic, so will only be tested on the topics studied – Attributes of God, Ontological Argument, Teleological Argument)					
3. Metaphysics of God: Cosmological Arguments	1. Intro and Kalam argument	Teaching of the unit is arranged around the two different		Key word focus to develop literacy.	Abstraction (moving from concrete to abstract quickly)	Homework set regularly for most lessons.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	2. Aquinas' 1 st and 2 nd Way 3. Descartes on his continued existence. 4. Issues with causation – Infinite series and the Causal Principle. 5. Aquinas' 3 rd Way 6. Leibniz' Principle of Sufficient Reason. 7. Issues – Fallacy of composition and Necessary beings. 8. Review. 9. Evaluation	types of cosmological argument. The four causation-based versions of the cosmological argument are taught first, followed by the issues with causation. Then the contingency-based versions of the cosmological argument are taught, followed by the different issues they face.	End of unit assessment – AO1 knowledge and understanding (3 markers, 5 markers, and 12 marker)	Students read and listen to the original radio debate between Copleston and Russell. Numeracy developed through consideration of infinity. PSHE links through enquiry into belief and God. FBV – Respect – towards different beliefs.	Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence) Intellectual confidence (articulate personal views based on evidence) VAAs – Open Minded	Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Interleaved 5 marker practice booklet on Yr 12 topic: Meta-ethics (This helps prepare students for upcoming Religious Language topic as there are overlaps between these two topics)
4. Metaphysics of God: Problem of Evil	1. Logical Problem of Evil. 2. Responses to the logical problem of evil.	Crux of a nuanced understanding of this easily accessible topic is based on understanding the	End of unit assessment – AO2 analysis and evaluation (25 mark essay)	Key word focus to develop literacy.	Connection Finding (ability to extrapolate understanding to other situations)	Homework set regularly for most lessons.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>3. Evidential problem of evil. 4. Responses to the evidential problem of evil. 5. Evaluation</p>	<p>different logical forms of the argument and how to attack accordingly; therefore, topics is sequenced along these lines.</p>		<p>Students read anthology extracts of original works from Hick and Plantinga.</p> <p>PSHE links through exploration of coping with suffering.</p> <p>FBV – Individual liberties/ self-responsibility to use free will wisely.</p>	<p>Big Picture Thinking (ability to work with holistic concepts)</p> <p>Intellectual confidence (articulate personal views based on evidence)</p> <p>VAA – Empathetic</p>	<p>Further Reading Resources available on Teams.</p> <p>Quizlet: Key word tests for the unit.</p>
<p>5. Metaphysics of God: Religious Language</p>	<p>1. Cognitivism and non-cognitivism in religious language. 2. Empiricist challenges – the Verification principle 3. Hick’s Eschatological verification 3. Falsification</p>	<p>Lessons are sequenced to consider first cognitivist approaches to religious language, and then non-cognitivist approaches to religious language.</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 original texts from the university debate: Flew, Mitchell and Hare.</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</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>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>4. The university debate: Flew, Mitchell and Hare 5. Wittgenstein and religious language. 6. Review. 7. Evaluation</p>	<p>Each are framed as a criticism of the other, a long with further specific criticisms.</p>		<p>PSHE links to how our beliefs/worldview directs our actions. FBV – Mutual Respect, Individual Liberty</p>	<p>with complexity and ambiguity) VAAs – Collaborative (group project – panel show debate)</p>	<p>Interleaved 12 marker practice booklet on Yr 12 topic: Applied Ethics</p>
<p>6. Metaphysics of Mind: Dualism</p>	<p>1. What do we mean by mind' and features of mental states. 2. Indivisibility argument for substance dualism and issues 3. Conceivability argument for substances dualism and issues. 6. Issues facing dualism - other people's minds and category error. 7. Issues facing dualism – problem of interactionism.</p>	<p>Introductory work lays groundwork for the conceptual problems in the topic and introduces students to key terms needed to access the topic. Topic focuses on substance dualist arguments. Focus on logical form of arguments is a heavy focus as this relates to the nature of the criticism. A highly abstract and complex topic, which requires</p>	<p>Forms Quizzes Assessment – A01 knowledge and understanding (3 marker, 5 marker, and 12 marker) (Essays on the Mind topic cannot be adequately answered by students until the entire Mind topic has been taught. This is because students will be required to compare dualist and</p>	<p>Key word focus to develop literacy. Students read from original text of Chalmers, <i>The Conscious Mind</i>. PSHE links to personal identity. FBV –Mutual Respect, Individual Liberty</p>	<p>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 – Open-minded</p>	<p>Homework set regularly for most lessons. Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Institute of Philosophy – series of lectures on Mind</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	8. Issues facing dualism – problem of epiphenomenalism.	considerable repetition; grounding in the philosophical thought is constantly revisited to help secure understanding. Sequencing doesn't follow the specification outline; instead the topic is taught in chronological order of ideas – so property dualism is taught last. This also helps to prepare students for the most difficult arguments of the course which come under property dualism.	physicalist responses to support their arguments. It is therefore reflected in the assessments that these are AO1 focused throughout the topic, and time has been built into planning for at the end of the Mind topic to focus on essays on this topic)			
7. Metaphysics of Mind – Physicalist theories	1. Philosophical behaviourism. 2. Issues including asymmetry of knowledge, Putnam's	Three different physicalist arguments are explored. Each have specific issues, as	Forms Quizzes Assessment – AO1 knowledge and understanding (3	Key word focus to develop literacy.	Abstraction (moving from concrete to abstract quickly)	Homework set regularly for most lessons.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	super-spartans, and multiple realisability. 3. Mind-brain identity theory 4. Issues including type identities and dualist arguments. 5. Eliminative materialism 6. Issues including the predictive power of folk-psychology and that the theory is self-refuting. 7. Review. 8. Evaluation	well as criticisms from dualists. This means the dualist arguments from topic 6 can be revisited and embedded, and their strengths can now become clearer to students. Counter-examples to advance arguments is highlighted, and linked back to prior Epistemology topics where this device was explored. Evaluation is built into every lesson, though this is provisional until the entire Mind topic has been taught.	marker, 5 marker, 12 marker)	Students read anthology extracts of original works from Putnam, Ryle, Descartes and Churchland PSHE links to personal identity. FBV –Mutual Respect, Individual Liberty	Precision (work effectively within rules of the domain) See alternative perspectives (take on views of others and deal with complexity and ambiguity) VAAs – Open-minded. Enquiring	Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Institute of Philosophy – series of lectures on Mind
8. Metaphysics of Mind: Functionalism	1. Functionalism 2. Issues – inverted qualia.	Includes a link back to Aristotle’s functional understanding from the Moral	Forms Quizzes Assessment – A01 knowledge and understanding (3	Key word focus to develop literacy.	Abstraction (moving from concrete to abstract quickly)	Homework set regularly for most lessons.

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	<p>3. Issues – Ned Block’s China thought experiment 4. Issues – knowledge argument applied to functionalism. 5. Artificial Intelligence debate, including arguments from Searle. 6. Review</p>	<p>Philosophy unit. Consideration of issues also links back to dualist arguments, and functionalism is compared and contrasted with dualism and physicalism. Learning is extended via a debate beyond the syllabus on artificial intelligence.</p>	<p>marker, 5 marker, 12 marker)</p>	<p>Students read anthology extracts from Putnam and carry out further research into modern news stories on AI, including using <i>Philosophy Now</i> articles (May 2023 edition). PSHE links to personal identity. FBV – Mutual Respect, Individual Liberty</p>	<p>Precision (work effectively within rules of the domain) Critical and Logical Thinking (ability to deduct, hypothesise, reason, seek supporting evidence) VAAs – Enquiring Collaboration</p>	<p>Further Reading Resources available on Teams. Quizlet: Key word tests for the unit. Institute of Philosophy – series of lectures on Mind</p>
<p>School-wide Year 13 PPE Round 2</p>	<p>This is a 3 hour paper. A full Paper 2 past paper cannot be used and the PPEs fall before the Mind topic can be assessment. Therefore, Section 1: Paper 2 topic – Metaphysics of God; Section 2: Paper 1</p>					

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
	topic – Moral Philosophy.					
9. Property Dualism and Issues	<p>1. Philosophical zombies argument for property dualism and issues.</p> <p>2. Knowledge argument for property dualism and issues.</p> <p>3. Issues facing dualism - other people’s minds and category error.</p> <p>4. Issues facing dualism – problem of interactionism.</p> <p>5. Issues facing dualism – problem of epiphenomenalism.</p>	<p>Two property dualist arguments are taught last, following the sequencing of chronological order of philosophical debate and viewpoints. This is linked explicitly back to the Chalmer’s intro reading and the conceptual issues he raises.</p> <p>Issues (3), (4), (5) which were explored for substance dualism are reviewed again, this time applied to property dualism, to test whether property dualism fares any better. The two property dualist argument are also applied as criticisms of physicalist and</p>	<p>Forms Quizzes</p> <p>Assessment – A01 knowledge and understanding (3 marker, 5 marker, 12 marker)</p>	<p>Key word focus to develop literacy.</p> <p>Students read anthology extracts from Chalmers and Jackson.</p> <p>PSHE links to personal identity.</p> <p>FBV – Mutual Respect, Individual Liberty</p>	<p>Abstraction (moving from concrete to abstract quickly)</p> <p>Precision (work effectively within rules of the domain)</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 – Open-minded. Enquiring</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>Institute of Philosophy – series of lectures on Mind</p>

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
		functionalist arguments.				
10. Evaluation	Evaluation of the key topic areas which could be asked in essay questions: -Substance dualism -Property dualism -Mind-Brain Type Identity theory -Philosophical behaviourism -Eliminative materialism -Functionalism	Essays on the Mind topic cannot be adequately answered by students until the entire Mind topic has been taught. This is because students will be required to compare dualist and physicalist responses to support their arguments. Therefore, having learned all the AO1 content, students now focus on essay planning for each of the 6 essay topics. This allows for intensive focus on essay technique and developing automaticity in essay writing skills.	Assessment – AO2 essays on each of the 6 topics (students will complete 2 essays a week as intense PPE preparation and review of the Mind topic)	PSHE links to personal identity. FBV –Mutual Respect, Individual Liberty	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) Automaticity (the ability to use some skills with such ease as they no longer require active thinking)	Model essays provided to exemplify exists. Further Reading Resources available on Teams. Essays complete via a mixture of homework and classwork

Unit:	Core knowledge/skill development:	Sequence:	Assessment	Literacy, numeracy, PSHE, FBV, other links	ACP and VAA development:	Home learning and enrichment
Internal Additional PPE	As Mind topic cannot be adequately tested until the topic is complete, it will not have been covered in previous PPE rounds. Therefore in the final lesson prior to Easter, students will sit a 90 mins Mind PPE.					
11. Revision	All topics	<p>Final revision for all topics. Key resources are: PLCs; specification-based audio recordings; cover-alls for each topic; essay plans.</p> <p>Lessons are responsive and focus on student need.</p>	<p>Multiple mini-quizzes.</p> <p>Student choice on longer answer essay responses.</p>	PSHE links to resilience and confidence.	<p>Self-regulation (the ability to monitor, evaluate and self-correct)</p> <p>Automaticity (the ability to use some skills with such ease as they no longer require active thinking)</p> <p>Speed and accuracy (the ability to work at speed and with accuracy)</p>	