

Saffron Walden County High School Curriculum

CURRICULUM SUMMARY



SAFFRON WALDEN
COUNTY HIGH SCHOOL

Year 12		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		TERM 1A	TERM 1B	TERM 2A	TERM 2B	TERM 3A	TERM 3B
Humanities - Philosophy	KNOWLEDGE DOMAIN	<p>What is Philosophy? (Introductory skills course)</p> <ul style="list-style-type: none"> How can you read and write philosophy? Why is studying philosophy so hard? <p>Epistemology: How is knowledge defined?</p> <ul style="list-style-type: none"> The Justified True Belief (JTB) account Issues with the necessity of each condition Issues with the sufficiency of the conditions Counter-examples to the JTB account Gettier's influence <p>Moral Philosophy: Utilitarianism</p> <ul style="list-style-type: none"> Nature of normative ethics Notion of utility Bentham and quantitative utilitarianism Mill's qualitative utilitarianism Act/Rule utilitarianism 	<p>Epistemology: How is knowledge defined? (cont.)</p> <ul style="list-style-type: none"> Alternative accounts which add or change a condition: <ul style="list-style-type: none"> Reliabilism No False Lemmas Infallibilism Virtue epistemology <p>Epistemology: Can we trust our senses to give us knowledge?</p> <ul style="list-style-type: none"> Direct realism Issues with direct realism: <ul style="list-style-type: none"> Illusion Hallucination Time-lag and speed of light Perceptual variation <p>Moral Philosophy: Utilitarianism (cont.)</p> <ul style="list-style-type: none"> Non-hedonistic utilitarianism Nozick's criticism Justice Partiality Inclusion of animals Role of intentions <p>Moral Philosophy: Kantian deontology</p> <ul style="list-style-type: none"> 'Good will' Nature of duty 	<p>Epistemology: Can we trust our senses to give us knowledge? (cont.)</p> <ul style="list-style-type: none"> Indirect realism John Locke and Russell Sceptical arguments against indirect realism including from George Berkeley and responses: <ul style="list-style-type: none"> Involuntary nature Coherence Best hypothesis (abductive reasoning) Berkeley's idealism Issues of illusion, hallucination and unreasonable implications Problems with Berkeley and God. <p>Moral Philosophy: Aristotelian virtue ethics</p> <ul style="list-style-type: none"> Eudaimonia Person centred ethics vs act centred ethics The function argument The skill analogy The doctrine of the mean and the nature of virtue and vice Moral responsibility <p>The role of practical reasoning</p>	<p>Epistemology: Do we have any innate knowledge?</p> <ul style="list-style-type: none"> What is meant by innate ideas? Plato's ideas of innateness of all knowledge Leibniz and the argument from necessary truth. Locke's 'tabula rasa' <p>Descartes' view of logical processes</p> <ul style="list-style-type: none"> Intuition and deduction as innate processes 'clear and distinct ideas' The 'cogito' as an intuition Synthetic a priori Foundationalism and Descartes' proof of God and the external world. Issues with Descartes ideas Hume's conceptual difference with Descartes <p>Moral Philosophy: Aristotelian virtue ethics (cont.)</p> <ul style="list-style-type: none"> Lack of guidance criticism Clashing virtues 	<p>Epistemology: Scepticism</p> <ul style="list-style-type: none"> Philosophical scepticism: Local and global The function of scepticism in philosophy Descartes' 'waves of doubt' Responses to scepticism including: <ul style="list-style-type: none"> Descartes foundationalism Empiricist responses Reliabilism <p>Moral Philosophy: Meta-ethical moral realism</p> <ul style="list-style-type: none"> The origin of moral principles The idea of meaning with ethical terms Moral naturalism Moral non-naturalism. Including Moore's criticisms of moral naturalism Hume's criticisms of moral realism Mackie's arguments against realism <p>Moral Philosophy: Meta-ethical anti-realism</p> <ul style="list-style-type: none"> Error theory 	<p>Review of the year Mock exams</p> <p>Transitional units: The nature of God in Philosophy</p> <ul style="list-style-type: none"> The God of classical theism Key western developments in the understanding of religion <p>A very short history of metaphysics</p> <ul style="list-style-type: none"> The method of metaphysics Key thinkers in metaphysics <p>Use of thought experiments</p>

			<ul style="list-style-type: none"> • Categorical imperatives • Clashing duties • Issues of universalisation • Motives • Foot's criticism 		<ul style="list-style-type: none"> • Circularity of definitions of virtue • Relationship between individual and collective good <p>How easy is it to apply normative ethical theories?</p> <ul style="list-style-type: none"> • Stealing • Simulated killing • Telling lies • Eating animals 	<ul style="list-style-type: none"> • Emotivism and Ayer's ethical ideas • Prescriptivism • The issues for anti-realism when considering the use of moral language <p>The challenge of moral nihilism</p>	
<p>SKILLS DEVELOPED THROUGH THE KNOWLEDGE AND ENQUIRIES TAUGHT THIS HALF TERM</p>	<p>What is Philosophy?</p> <ul style="list-style-type: none"> • Reading philosophy texts • Analysing the logical structure of arguments • Articulating definitions, arguments and counter-arguments • Selecting, applying and evaluating appropriate material to generate new arguments. • Study and Revision techniques for Philosophy <p>Epistemology</p> <ul style="list-style-type: none"> • Making use of counter-examples • Evaluating the implications of definitions • Identifying differences in conceptual understandings <p>Moral Philosophy</p> <ul style="list-style-type: none"> • Application of normative ethical theories • Evaluation of normative ethical theories <p>Articulating the varied meanings presented for "good"</p>	<p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Constructing an extended essay response <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Comparing ethical theories both theoretically and in practical applications • Dealing with ethical dilemmas. 	<p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Identifying and making use of hypothetical reasoning (Abduction) • Evaluating a theory from a singular, non-omniscient, view-point. • Identifying (unreasonable) assumptions and implications of ideas <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Identifying alternative ethical worldviews • Evaluating the impact of cultural norms on ethical ideas. • Constructing explanatory applied ethics essays 	<p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Techniques of continental philosophy • Analysing complex and multi-layered philosophical texts • Making links between philosophical ideas <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Group work • Presentation skills 	<p>Epistemology</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Developing and using thought experiments • Wider implications of philosophical reasoning beyond the subject <p>Moral Philosophy</p> <p>As before, and including:</p> <ul style="list-style-type: none"> • Applying epistemological ideas to Moral Philosophy. • Language analysis • Identifying and analysing the use of ethical terms in discussion • Understanding the nature of formal and informal fallacies 	<p>Review</p> <ul style="list-style-type: none"> • Self-evaluation • Improving and redrafting <p>The nature of God in Philosophy</p> <ul style="list-style-type: none"> • Independent reading and note-taking • Constructive debating (aiming for consensus) <p>A very short history of meta-physics</p> <ul style="list-style-type: none"> • Analysing the origins of ideas <p>Understanding change over time</p>	