

	Paper 1 - Epistemology	Paper 1 – Moral Philosophy
Year 12	<p>Concepts/Tier 3 vocabulary A posteriori, a priori, Contingent, Necessary, Analytic, Synthetic, Ability Knowledge, Acquaintance Knowledge, Consequent, Rationalism, Empiricism, Scepticism, Gettier Problem, Tripartite View, Correspondence Theory, Empirical, Evil Demon Hypothesis, fallibilism, Inifinitism, Lockean Thesis, Ockham's Razor, Propositional Knowledge, Tabula Rasa,</p>	<p>Concepts, Tier 3 vocabulary Arete, Utility, Hedonism, Consequentialism, Equality, Quantative Hedonism, Qualitative Hedonism, Qualitative Hedonism, Act Utilitarianism, Rule Utilitarianism, Preference Utilitarianism, Psychological Hedonism, Hedonic Calculus, Higher and Lower Pleasures, Experience Machine, Tyranny of the Majority, Deontology, Hypothetical Imperative, Categorical Imperative, Perfect Duties, Imperfect Duties, Eudaimonia, Doctrine of the Mean, Phronesis, The Function Argument, Cognitivism, Non-Cognitivism, Moral Realism, Moral Anti-Realism, Hume's Fork.</p>
	<p>Justification:</p> <p>Students begin with exploring the question "What is Knowledge?". This provides them with an understanding of the distinction between different types of knowledge which they will unpack throughout year 12. This is a short introduction as the following two topics go into much greater detail with reference to different theories and philosophers. These account for the bulk of the paper but can be taught in any order (we teach in this order as is suggested by AQA).</p> <p>The first type of knowledge they explore is "perception", this is split into the following three areas;</p> <ol style="list-style-type: none"> 1. Direct Realism 2. Indirect Realism 3. Berkeley's Idealism <p>The second type of knowledge they explore is "reason", this is split into the following two areas;</p> <ol style="list-style-type: none"> 1. Innatism 2. The intuition and deduction thesis <p>Finally, students will explore the limits of knowledge with particular focus on the issue of scepticism. It is important that students study the limits last as they need to have a grasp of theories of knowledge in order to know how to apply the criticisms/limits.</p>	<p>Justification:</p> <p>Students are initially given an understanding of what a Normative Ethical Theory is and the philosophical difference between good, bad, right and wrong. This allows them to appreciate the way in which the three main moral theories have been developed in order to question everyday morality.</p> <p>We then move on to focus on the three main ethical theories;</p> <ol style="list-style-type: none"> 1. Utilitarianism 2. Kant's Deontological Ethics 3. Aristotelian Virtue Ethics <p>Within each theory we explore key philosophers, the main arguments and the main issues. We also apply each ethical theory to four real-life issues. These are stealing, simulated killing, eating animals and telling lies.</p> <p>We complete the course by exploring meta-ethics, this is split into moral realism and moral anti-realism. We study this after the main three ethical theories as it is important that students can apply knowledge and skills learnt earlier in the course to this topic.</p>
	<p>• Assessment:</p> <p>Students are marked regularly using a range of different assessment materials, these are marked as per the AQA mark schemes. The year 12 PPE consists of one paper made up of past paper questions from both paper one and paper two. Students have DIRT time following all assessments and are given time to focus on their "future me" by rewriting sections of essays & completing self-reflection work</p>	

	Paper 2 – Metaphysics of Mind	Paper 2 – Metaphysics of God
Year 13	<p>Concepts/Tier 3 vocabulary Realism, Attribute, Behaviourism, Naturalism, Biological Naturalism, Causal Theories, Direct Realism, Dualism, Folk Psychology, Functionalism, Idealism, Indirect Realism, Intentionalism, Materialism, Ontology, Physicalism, Property Dualism, Qualia, Scepticism, Zombie</p>	<p>Concepts, Tier 3 vocabulary Divine attributes, Omnipotence, Omniscience, Omnibenevolence, Eternal, Everlasting, Immanent, Transcendent, Personal, Paradox of the Stone, Euthyphro Dilemma, Free Will, Determinism, Tautology, Apriori, Aposteriori, Deductive, Inductive, Ontological, Cosmological, Teleological, Gaunilo's Perfect Island, Analogy of the Watch, Causation, Kalam Argument, Verification, Falsification, Contingency</p>
	<p>Justification:</p> <p>Students will start this unit by questioning what we mean by the Mind, including the difference between phenomenal and intentional properties. This will allow them to have an understanding of dualist and physicalist theories.</p> <p>Students will then focus on dualist theories including;</p> <ol style="list-style-type: none"> 1. Substance Dualism 2. Property Dualism 3. Issues surrounding Substance and Property Dualism <p>Students will then move on to Physicalist theories including:</p> <ol style="list-style-type: none"> 1. Physicalism 2. Mind-brain type identity theory <p>The Final area students focus on is Functionalism, this topic is left until last so that students can adequately compare and contrast it to dualist & physicalist theories.</p>	<p>Justification:</p> <p>Students will start this unit by focusing on the Concept of God and the Problem of Evil. These units will give students a secure understanding of the western conception of God and the different types of evil which can be used to criticise His existence. Students will be able to use the knowledge they gain in these first two units to analyse topics throughout the rest of the course.</p> <p>Students will then focus on the three main philosophical arguments for the existence of God including:</p> <ol style="list-style-type: none"> 1. The Teleological Argument & the issues that may arise from its formulations 2. The Cosmological Argument & the issues that may arise from its formulations 3. The Ontological Argument & the issues that may arise from its formulations <p>The final topic students will study is Religious Language. This is arguably one of the more controversial topics so by studying it at the end of the course students are able to use their knowledge and skills from the whole of their A Level to approach it with appropriate rigour.</p>
<p>• Assessment:</p> <p>Students are marked regularly using a range of different assessment materials, these are marked as per the AQA mark schemes. The year 13 PPE consists of one paper made up of past paper questions from both paper one and paper two Students have DIRT time following all assessments and are given time to focus on their "future me" by rewriting sections of essays & completing self-reflection work</p>		