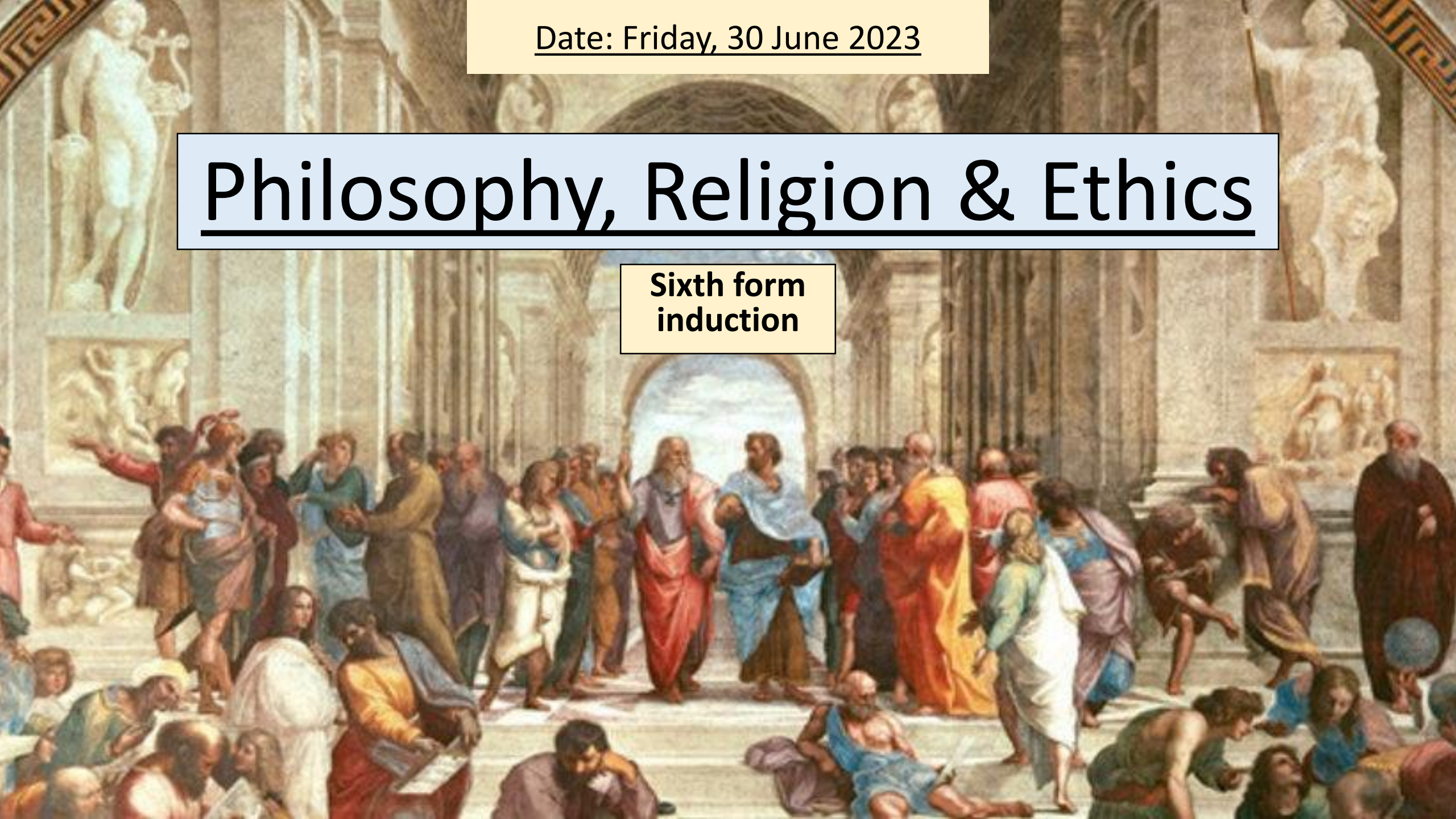


Date: Friday, 30 June 2023

# Philosophy, Religion & Ethics

**Sixth form  
induction**



# Welcome!

## Your teachers:

- Miss K Bradshaw – Kbradshaw@bestacademies.org.uk - (Buddhism & Ethics) – 6 hours a fortnight
- TBD (Philosophy) – 3 Hours a fortnight

## Three areas in the subject:

- Philosophy
- Ethics
- Buddhist Philosophy

# Why are you here?

- Talk to the person next to you....
- Why are you choosing Philosophy
- Do you have a career in mind?
- Did you do GCSE and love it?
- Did you not do GCSE but wish you had?
- Did you just have an option box left over.....?

# Expectations:

- Independent Study
  - Wider Reading – discover your subject
- Organization – A dedicated notebook and A4 folder/binder.
  - Seek advice, support and guidance
    - Communicate
  - Continue to revise

# Suitability:

- APS 4.7
- Grade 5 in GCSE English language or literature.
- If studies Religious studies/Philosophy at GCSE a grade 5 is needed.
- Anyone who is interested in the big questions, such as the nature and purpose of life, human behaviour, and how belief shapes society; this is a subject where you will have deep discussion and will need to have an open mind to consider different perspectives.

**If you are absent you will need to:**

1. Email class teacher to inform of absence.
2. Access learning resources from the learning platform (google drive) or the google classroom.
3. Speak to class members to catch up on notes.

# Examinations:

## Philosophy

**Written examination: 2 hours 33⅓% of qualification (⅓)**

**There will be four themes within this component:**

- Arguments (Inductive & Deductive)
- Challenges to belief (Problem of evil & psychological)
- Religious experience
- Religious language

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

## Religion

**Written examination: 2 hours 33⅓% of qualification (⅓)**

**There will be four themes within this component:**

- Religious figures and sacred texts
- Concepts and religious life
- Significant social and historical developments
- Practices and religious Identity.

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

## Ethics

**Written examination: 2 hours 33% of qualification (⅓)**

**There will be four themes within this component:**

- Ethical thought
- Deontological ethics
- Teleological ethics
- Determinism and free will

Learners will be expected to answer one question from Section A out of a choice of two and one question from Section B out of a choice of three in this component. Questions can be taken from any area of the specification.

# Topics:

Philosophy	Religion - Buddhism	Ethics
<p><b>1. AO1 Demonstrate knowledge and understanding:</b></p> <ul style="list-style-type: none"><li>• Philosophical and/or ethical thought and teaching.</li><li>• Cause and significance of similarities and differences.</li><li>• Approaches to the Issues.</li></ul> <p><b>2. AO2 Analyse and evaluate:</b></p> <ul style="list-style-type: none"><li>• The extent to which the classical form of the problem can be unpacked.</li><li>• Whether the theory's are relevant in the 21st century.</li></ul>	<p><b>1. AO1 Demonstrate knowledge and understanding</b> of religion and belief* , including: belief, practices and sources of authority influence on individuals, communities and societies similarities and differences within and/or between religions and belief</p> <p><b>2. AO2 Analyse and evaluate</b> aspects of religion and belief*, including their significance and influence on society.</p>	<p><b>1. Ethical Theories: (AO1)</b> These will include theories such as Natural Law, Utilitarianism, Kantian Ethics and Religious Ethics.</p> <p><b>2. Practical/Applied Ethics: (AO2)</b> This part of the course will focus upon how you can apply these ethical theories to certain situations. These will include abortion, euthanasia, genetic engineering and also war and peace.</p>

A different aspect of the AO1 skill is always linked to a relevant AO2 skill and both are used with the same topic from the A level specification.

# Philosophy:

## Year 1:

### Theme 1: Arguments for the existence of God – inductive

- A: Inductive arguments – cosmological
- B: Inductive arguments – teleological
- C: Challenges to inductive arguments

### Theme 2: Arguments for the existence of God – deductive

- A: Deductive arguments – origins of the ontological argument
- B: Deductive arguments – developments of the ontological argument
- C: Challenges to the ontological argument

### Theme 3: Challenges to religious belief (part 1) – the problem of evil and suffering

- A: The problem of evil and suffering
- B: Religious responses to the problem of evil: Augustinian type theodicy
- C: Religious responses to the problem of evil: Irenaean type theodicy

### Theme 4: Religious experience (part 1)

- A: The nature of religious experience
- B: Mystical experience
- C: Challenges to the objectivity and authenticity of religious experience

## Year 2:

### Theme 2: Challenges to religious belief – Religious belief as a product of the human mind

- D: Religious belief as a product of the human mind: Sigmund Freud
- E: Religious belief as a product of the human mind: Carl Jung
- F: Issues relating to rejection of religion: Atheism

### Theme 3: Religious experience

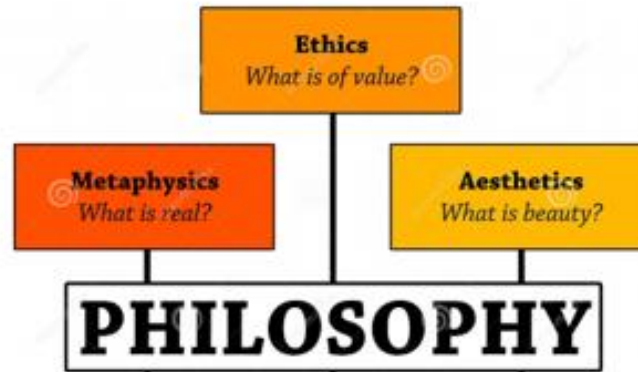
- D: The influence of religious experience on religious practice and faith
- E: Different definitions of miracles
- F: Contrasting views on the possibility of miracles: David Hume and Richard Swinburne

### Theme 4: Religious language

- A: Inherent problems of religious language
- B: Religious language as cognitive, but meaningless
- C: Religious language as non-cognitive and analogical

### Theme 4: Religious language

- D: Religious language as non-cognitive and symbolic
- E: Religious language as non-cognitive and mythical
- F: Religious language as a language game



# Ethics:

## Year 1:

### Theme 1: Ethical thought

- A: Divine command theory
- B: Virtue theory
- C: Ethical egoism

### Theme 2: Aquinas' Natural Law – a religious approach to ethics

- A: Thomas Aquinas' Natural Law: laws and precepts as the basis of morality
- B: Aquinas' Natural Law: the role of virtues and goods in supporting moral behaviour
- C: Aquinas' Natural Law: application of the theory

### Theme 3: Situation Ethics – a religious approach to ethics

- A: Joseph Fletcher's Situation Ethics: his rejection of other forms of ethics and his acceptance of agape as the basis of morality
- B: Fletcher's Situation Ethics: the principles as a means of assessing morality
- C: Fletcher's Situation Ethics: application of the theory

### Theme 4: Utilitarianism – a non-religious approach to ethics

- A: Classical Utilitarianism – Jeremy Bentham's Act Utilitarianism: happiness as the basis of morality
- B: John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules
- C: Utilitarianism: application of the theories (Act and Rule)

## Year 2:

### Theme 1: Ethical Thought

- D: Meta-ethical approaches – Naturalism
- E: Meta-ethical approaches – Intuitionism
- F: Meta-ethical approaches – Emotivism

### Theme 2: Deontological Ethics

- D: John Finnis' development of Natural Law
- E: Bernard Hoose's overview of the Proportionalist debate
- F: Finnis' Natural Law and Proportionalism: application of the theories

### Theme 4ABC: Determinism and free will – Determinism

- A: Religious concepts of predestination
- B: Concepts of determinism
- C: The implications of determinism and predestination

### Theme 4DEF: Determinism and free will – Free will

- D: Religious concepts of free will
- E: Concepts of libertarianism
- F: The implications of libertarianism and free will

## Key thinkers:

1. Robert Adams (AS).....
2. Aristotle (AS).....
3. Max Stirner (AS).....
4. F. H. Bradley.....
5. H. A. Prichard.....
6. A. J. Ayer.....
7. Thomas Aquinas (AS).....
8. John Finnis.....
9. Bernard Hoose and Richard McCormick.....
10. Joseph Fletcher (AS).....
11. Jeremy Bentham (AS).....
12. John Stuart Mill (AS).....
13. Augustine.....
14. John Calvin.....
15. John Locke.....
16. Ivan Pavlov.....
17. Thomas Hobbes.....
18. Pelagius.....
19. Jacobus Arminius.....

# Buddhism:

## Year 1:

### Theme 1: Religious figures and sacred texts

- A: Accounts of the birth of the historical Buddha and the Four Sights
- B: The Awakening/Enlightenment of the Buddha
- C: Buddhist texts as sources of wisdom and authority – their use and treatment in daily life

### Theme 2: Religious concepts

- A: The nature of ultimate reality: the three lakshanas (three marks of existence): dukkha, anicca and anatta
- B: The nature of ultimate reality: pratityasamutpada, karma and rebirth
- C: Arhat and bodhisattva – Theravada and Mahayana teachings

### Theme 3: Religious life

- A: The Four Noble Truths
- B: The Eightfold Path – key moral principles
- C: The dasa sila (ten precepts) – key moral principles

### Theme 4: Religious practices that shape religious identity

- A: Going for refuge
- B: Meditation
- C: The role and importance of dana (giving) and punya (merit)

## Year 2:

### Theme 1: Religious figures and sacred texts

- D: The Pali Canon: its role in Buddhism as a whole
- E: The main themes and concepts in two Mahayana texts
- F: The contribution made to the development of Buddhist thought by the work of contemporary Buddhist teachers

### Theme 3: Significant social and historical developments in religious thought

- A: Historical development of Japanese Buddhism
- B: Religion and society: responses to the challenges from science
- C: Religion and society: responses to the challenges from secularisation

### Theme 3: Significant social and historical developments in religious thought

- D: Religion and society: responses to the challenges of pluralism and diversity
- E: Historical development of Buddhism: Buddhism in Britain
- F: The relationship between religion and society: religion, equality and discrimination

### Theme 4: Religious practices that shape religious identity

- D: Beliefs and practices of Tibetan Buddhist traditions
- E: Buddhism and change: the Mindfulness Movement
- F: Socially Engaged Buddhism: 'liberationist' traditions

# Recommended reading and site list for summer: (Year 1)

## – Philosophy of Religion

### **Useful resources:**

- Books Philosophy of Religion: Towards a More Humane Approach, John Cottingham, CUP, 2014 – (ISBN-10 110769518X)
- An Introduction to the Philosophy of Religion, Brian Davies, OUP, 2004 – (ISBN-10 0199263477)
- Philosophy of Religion: A Guide and Anthology, Brian Davies, OUP, 2000 – (ISBN-10 019875194X)
- Philosophy of Religion: An Introduction, Michael B. Wilkinson, Continuum, 2010 – (ISBN-10 1441167730)
- WJEC AS Religious Studies: An Introduction to Philosophy of Religion and an Introduction to Religion and Ethics - Study and Revision Guide, Lawson & Pearce, Illuminate, 2012 - (ISBN-10 1908682078)
- WJEC A2 Religious Studies: Studies in Philosophy of Religion - Study and Revision Guide, Ellerton-Harris, Illuminate, 2013 – (ISBN-10 1908682108)

### **Websites:**

A-level Journal: Challenging Religious Issues – <https://hwb.wales.gov.uk>

Dialogue: A journal of religion and philosophy - [www.dialogue.org.uk](http://www.dialogue.org.uk)

The Philosophers' Magazine – [www.philosophers.co.uk](http://www.philosophers.co.uk) [www.philosophypages.com](http://www.philosophypages.com)  
[www.philosophyonline.co.uk](http://www.philosophyonline.co.uk)

# Recommended reading & site list for summer: (Year 1)

## – Buddhism:

### Useful resources:

- Clarke, S., & Thompson, M. (2005). A New Approach: Buddhism (2nd Ed). London: Hodder Education. (ISBN-10: 0340815051)
- Erricker, C. (2015). Buddhism: A Complete Introduction: Teach Yourself. London: Hodder and Stoughton. (ISBN-10: 1473609445)
- Gethin, R. (1998). The Foundations of Buddhism. Oxford; New York; Oxford: Oxford University Press. (ISBN-10: 0192892231)
- Harvey, P. (2012). An Introduction to Buddhism, Second Edition: Teachings, History and Practices (2 edition). Cambridge; New York: CUP (ISBN-10: 0521676746)
- Keown, D. (2013). Buddhism: A Very Short Introduction (2 edition). Oxford: OUP Oxford. Lopez, D. (2009).
- Mitchell, D. W., & Jacoby, S. H. (2014). Buddhism: Introducing the Buddhist Experience. New York: OUP. (ISBN-10: 0199861870)
- Side, D. (2005). Buddhism. Deddington: Philip Allan. (ISBN-10: 1844892190)
- [My Revision Notes: A-level Religious Studies Buddhism](#)

### Websites:

Documentary <http://www.bbc.co.uk/mediacentre/proginfo/2015/31/the-buddha-genius-of-ancient-world>

<http://www.ahandfulofleaves.org/Resources.html> - a rich repository of electronic books and journal articles on Buddhism, including translations of sacred texts.

[www.buddhanet.net](http://www.buddhanet.net) – a huge digital resource maintained by Theravadin Buddhists in Australia – but with non-sectarian and world-wide horizons.

[www.dharmaset.org](http://www.dharmaset.org) - Dharma Net International is also a huge digital resource maintained by Theravadins in the US but with non-sectarian and world-wide horizons.

<http://www.tricycle.com/magazine> Tricycle is a non-denominational magazine which contains articles applying Buddhist principles to everyday life and to social, economic and ecological problems.

<http://www.sacred-texts.com/bud/> - a resource containing translations of most significant Buddhist texts.

# Recommended reading and site list for summer: (Year 1)

## – Ethics:

### **Useful resources:**

- [Ethical Studies \(2nd Edition\) - Robert Bowie](#)
- [WJEC/Eduqas Religious Studies for A Level Year 1 & AS - Religion and Ethics Revision Guide](#)
- Bowie, R.A., Ethical Studies, Second Edition, Nelson Thornes, 2004 (Specifically intended as a student textbook, and including an excellent comprehensive bibliography)
- Dewar, G. (2009) AS & A Level Philosophy and Ethics Through Diagrams (OUP) 978-0199180905
- Jones, G. (2006), Moral Philosophy (Hodder) 978-0340888056
- Lee, J. (1999), Ethical Theory and Language (Abacus) 1-898653- 14-3
- Thompson, M (2008), An Introduction to Philosophy and Ethics (Hodder) 978- 0340966570
- Vardy, P.(1999), The Puzzle of Sex (Fount) 978-0006280422
- Vardy, C & P (2012), Ethics Matters (SCM) 978-0334043911
- Wilcockson, M. (2001), Ethics: Sex and Relationships (Hodder Murray) 978- 0340724897

### **Websites:**

[www.philosophypages.com/ph/index.htm](http://www.philosophypages.com/ph/index.htm) (Summaries of ethical theorists and their works]

[www.bbc.co.uk/religion/](http://www.bbc.co.uk/religion/) [BBC's Religion and Ethics homepage with links to a forum and audio and video links]

[www.philosophers.co.uk/games/games.htm](http://www.philosophers.co.uk/games/games.htm) [The Philosophers' Magazine games section -good introduction to ethics activities e.g. Taboo]

[www.iep.utm.edu](http://www.iep.utm.edu) Ethics section of the Internet Encyclopedia of Philosophy

[www.theguardian.com>world>ethics](http://www.theguardian.com/world/ethics) A link to the news stories in the Guardian that have an ethical theme.

[www.miracosta.edu](http://www.miracosta.edu) > home > Imoon Good overview of basic ethical theory.

[www.Rsrevision.com](http://www.Rsrevision.com) Useful material on many of the topics in the specification.

# WJEC Eduqas candidates are assessed according to two assessment objectives, (A01 & A02).

## **How does this work out in practice?**

- There are three components. Each component is assessed via externally assessed written examination. You have to study all three components. In component 1 you will be looking at Buddhism, In component 2 you study Philosophy, In component 3 you study Ethics.

## **For all components you must answer:**

- Section A: one two-part question from a choice of two.
- Section B: one two-part question from a choice of three. Questions can be taken from any area of the specification. In each question the first part addresses AO1 and the second AO2. Each part carries 25 marks.

## **Your responses:**

In all your responses, you should:

- Reflect on, select and apply specified knowledge
- Understand, interpret and evaluate critically religious concepts, texts and other sources
- Identify, investigate and critically analyse questions, arguments, ideas and issues arising from within this component
- Construct well-informed and reasoned arguments substantiated by relevant evidence
- Engage in debate in a way that recognises the right of others to hold a different view
- Present responses to questions which are clear and coherent
- Use specialist language and terminology appropriately

- **Big Questions:**

1. If I do a bad thing for a good reason, does it matter?
2. Should I feel guilty if my action results in a bad outcome, even though my intention was good?
3. Do the needs of many outweigh the needs of a few?
4. Can anything be absolutely right or absolutely wrong in every situation?
5. Is morality about following rules?
6. Can you be moral and not religious?
7. How can we begin to explore whether God exists?
8. Do we have the right to end life?
9. Is killing an unborn human as immoral as killing a born human?
10. How do we decide what constitutes 'truth'?