

Curriculum Map

Subject: Philosophy – Moral Philosophy

Year Group: Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Content <i>Descriptive/propositional knowledge</i></p> <p><i>'knowing that'</i></p>	<p>3.2.1 - Normative Ethical theories</p> <p>Utilitarianism</p> <p>The question of what is meant by utility and maximising utility including:</p> <p>Bentham's quantitative approach (utility calculus)</p> <p>J.S Mill qualitative hedonistic approach (higher and lower pleasures) and his 'proof' of the greatest happiness principle</p> <p>Non-hedonistic Utilitarianism - Hare & Singer - Preference Utilitarianism</p> <p>Act and rule Utilitarianism</p>	<p>3.2.1 - Normative Ethical Theories</p> <p>Kant's Deontological Ethics</p> <p>Immanuel Kant's account of what is meant by a 'good will'</p> <p>The distinction between acting in accordance with duty and acting out of duty</p> <p>The distinction between hypothetical and categorical imperatives</p> <p>The first formulation of the categorical imperative (including the distinction between a contradiction of conception and a contradiction in will)</p>	<p>3.2.1 - Normative Ethical Theories</p> <p>Aristotelian Virtue Ethics</p> <ul style="list-style-type: none"> • 'The good' for human beings: the meaning of Eudaimonia as the 'final end' and the relationship between Eudaimonia and pleasure. • The function argument and the relationship between virtues and function. • Aristotle's account of virtues and vices: virtues as character traits/dispositions; the role of education/habituation 	<p>3.2.3 - Meta Ethics</p> <p>The origins of moral principles: reason, emotion/attitudes, or society.</p> <p>The distinction between cognitivism and non-cognitivism about ethical language.</p> <p>Moral realism There are mind-independent moral properties/facts.</p> <ul style="list-style-type: none"> • Moral naturalism (cognitivist) – including naturalist forms of utilitarianism (including Bentham) and of virtue ethics. • Moral non-naturalism (cognitivist) – 	<p>Revision / Examination Preparation</p> <ul style="list-style-type: none"> - To understand the requirements of answering an examination paper successfully - To revise key content from the following Modules: Utilitarianism/ Kantian Ethics/Virtue Ethics 	<p>Revision / Examination Preparation</p> <ul style="list-style-type: none"> - To understand the requirements of answering an examination paper successfully - To revise key content from the following Modules: Meta Ethics <p>To introduce topic of metaphysics of Mind - looking at what consciousness is, how it is misunderstood and</p>

	<p>Issues with Utilitarianism including Whether pleasure is the only good (Nozick pleasure machine) Fairness and individual rights (Tyranny of the majority) Problems with calculation (which beings to include) Issues around partiality Whether utilitarianism ignored both the moral integrity and the intentions of the individual</p> <p>3.22 - Applied Ethics Applying Utilitarianism to Stealing, Lying, Eating animals and Simulated killing</p>	<p>The second formulation of the categorical imperative</p> <p>Issues, including: clashing/competing duties Not all univerdable maxims are distinctly moral; not all non-universable maxims are immoral the view that consequences of actions determine their moral value Kant ignores the value of certain motives, e.g love, friendship, kindness morality is a system of hypothetical, rather than categorical imperatives (Phillipa Foot)</p> <p>3.22 - Applied Ethics Applying Kantian Ethics to Stealing, Lying, Eating animals and Simulated killing</p>	<p>on in the development of a moral character; the skill analogy; the importance of feelings; the doctrine of the mean and its application to particular virtues.</p> <ul style="list-style-type: none"> • Moral responsibility: voluntary, involuntary and non-voluntary actions. • The relationship between virtues, actions and reasons and the role of practical reasoning/ practical wisdom. <p>Issues including:</p> <ul style="list-style-type: none"> • whether Aristotelian virtue ethics can give sufficiently clear guidance about how to act •clashing/competing virtues • the possibility of circularity involved in defining virtuous 	<p>including intuitionism and Moore's 'open question argument' against all reductive metaethical theories and the Naturalistic Fallacy. Issues that may arise for the theories above, including:</p> <ul style="list-style-type: none"> • Hume's Fork and A J Ayer's verification principle • Hume's argument that moral judgements are not beliefs since beliefs alone could not motivate us • Hume's is-ought gap • John Mackie's argument from relativity and his arguments from queerness. <p>Moral anti-realism There are no mind-independent moral properties/facts.</p> <ul style="list-style-type: none"> • Error Theory (cognitivist) - Mackie • Emotivism 		<p>what monism and Dualism are - looking especially at the work of Plato / Aristotle / Epicurius / Dawkins</p>
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			<p>acts and virtuous persons in terms of each other</p> <ul style="list-style-type: none"> • whether a trait must contribute to Eudaimonia in order to be a virtue; the relationship between the good for the individual and moral good. <p>3.22 - Applied Ethics Applying Virtue Ethics to Stealing, Lying, Eating animals and Simulated killing</p>	<p>(non-cognitivist) – Ayer</p> <ul style="list-style-type: none"> • Prescriptivism (non-cognitivist) – Richard Hare <p>Issues that may arise for the theories above, including:</p> <ul style="list-style-type: none"> • whether anti-realism can account for how we use moral language, including moral reasoning, persuading, disagreeing etc. <p>the problem of accounting for moral progress</p> <ul style="list-style-type: none"> • whether anti-realism becomes moral nihilism. 		
<p>Skills <i>Ability knowledge</i> <i>'knowing how'</i></p>	<ul style="list-style-type: none"> - To be able to accurately use/define key words; theories; premises and examples – AO1 skills. - To accurately complete analysis of theories and identify strengths and 	<ul style="list-style-type: none"> - To be able to accurately use/define key words; theories; premises and examples – AO1 skills. - To accurately complete analysis of theories and 	<ul style="list-style-type: none"> - To be able to accurately use/define key words; theories; premises and examples – AO1 skills. - To accurately complete analysis of theories and 	<ul style="list-style-type: none"> - To be able to accurately use/define key words; theories; premises and examples – AO1 skills. - To accurately complete analysis of theories and identify strengths 	<ul style="list-style-type: none"> - To use mark schemes to support independent revision and examination question practice - To self-assess individual progress 	<ul style="list-style-type: none"> - To use mark schemes to support independent revision and examination question practice - To self-assess individual progress

	<p>weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> - To be able to draw links between theories across all modules. - To accurately apply the correct content knowledge to examination questions. 	<p>identify strengths and weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> - To be able to draw links between theories across all modules. - To accurately apply the correct content knowledge to examination questions. 	<p>identify strengths and weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> - To be able to draw links between theories across all modules. - To accurately apply the correct content knowledge to examination questions. 	<p>and weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> - To be able to draw links between theories across all modules. - To accurately apply the correct content knowledge to examination questions. 	<p>according to feedback given by the teacher</p> <ul style="list-style-type: none"> - To reACT to feedback given by the teacher and improve areas of work 	<p>according to feedback given by the teacher</p> <ul style="list-style-type: none"> - To reACT to feedback given by the teacher and improve areas of work
Key Questions	<ul style="list-style-type: none"> - What is a morally relevant action? - What is the ultimate goal of humans? - How does Bentham believe we can measure pleasure? - How does Mill's Utilitarianism differ from Bentham's? - What is Mill's 'proof' of Utilitarianism - What are higher and lower pleasures? 	<p>What is deontological ethics and how does it differ from consequentialism?</p> <p>What does Kant mean by a 'good will'</p> <p>What is duty?</p> <p>What is the difference between acting out of duty and acting in</p>	<ul style="list-style-type: none"> - What is Good - What is Eudaimonia - What is the purpose of Human Beings - How do we discover what is virtuous? - What actions do we have moral responsibility for 	<ul style="list-style-type: none"> - What is cognitivism and non cognitivism? - What do the terms good/bad/right/ wrong mean? - What is ethical naturalism 	<ul style="list-style-type: none"> - What are the modules that will be included in the A level examination? - How many marks is the paper out of? - What are the four different types of 	<ul style="list-style-type: none"> - What are the modules that will be included in the A level examination? - How many marks is the paper out of? - What are the four different types of

	<ul style="list-style-type: none"> - What is the problem of pleasure as ultimate goal? - What is non-hedonistic utilitarianism? - Are animals morally relevant actors> Should their preferences count? - What are the key criticisms of preference Utilitarianism - What are the key issues with Utilitarianism and are they successful? - How can Utilitarianism be applied to stealing, eating animals, lying and simulated killing 	<p>accordance with duty?</p> <p>What is the difference between hypothetical and categorical imperatives?</p> <p>What is the categorical imperative?</p> <p>What is the first formulation of the categorical imperatives?</p> <p>What is the second formulation?</p> <p>What are the key issues with Kantian ethics?</p> <p>How can Kantian Ethics be applied to Stealing, Lying, Eating animals and Simulated killing?</p>	<ul style="list-style-type: none"> - How do we develop virtues - How can Virtue Ethics be applied to Stealing, Lying, Eating animals and Simulated killing? 	<ul style="list-style-type: none"> - What is ethical non naturalism - What are the issues with moral realism? - What is error theory? - How are moral properties (if they existed) odd? - What is emotivism? - What is prescriptivism ? - What are the issues with moral anti realism? 	<p>question that I might be asked?</p> <p>What are my areas of strength?</p> <ul style="list-style-type: none"> - Which areas have I shown to have gaps in knowledge? - Which type of question did I find most difficult? - What are my two targets to improve? 	<p>question that I might be asked?</p> <p>What are my areas of strength?</p> <ul style="list-style-type: none"> - Which areas have I shown to have gaps in knowledge? - Which type of question did I find most difficult? - What are my two targets to improve?
<p>Assessment</p> <p>Each theme assessment has a common structure of five questions consisting of:</p> <p>1 X 3 mark question</p> <p>2 X 5 mark question</p>	<p>Utilitarianism end of theme assessment (five questions)</p>	<p>'Kantian Ethics' end of theme assessment (five questions)</p>	<p>'Virtue Ethics' end of theme assessment (five questions)</p>	<p>'Meta Ethics' end of theme assessment (five questions)</p>	<p>Practice examination questions and timed essays (from all modules)</p> <p>Mock exam</p>	<p>(Please see table below)</p>

1 X 12 mark question 1 X 25 mark question						
Literacy/ Numeracy/ SMSC/ Character	Development in communication/ literacy skills, evaluation and tolerance.	Development in communication/ literacy skills, evaluation and tolerance.	Development in communication/ literacy skills, evaluation and tolerance.	Development in communication/ literacy skills, evaluation and tolerance.	Development in communication/ literacy skills, evaluation and tolerance.	Development in communication/ literacy skills, evaluation and tolerance.
Enrichment	Key teachings Enrichment	Key teachings Enrichment	Key teachings Enrichment	Key teachings Enrichment	Revision sessions	Revision sessions