

## Curriculum Map

**Subject: Philosophy – Metaphysics of God**

**Year Group: Year 13**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Descriptive/propositional knowledge</i>  <i>'knowing that'</i>	<b>3.3.1 The Concept of God</b>  - All key terms, definitions –central tenets of key theories; key philosophers; arguments against and their responses  - Discussion surrounding where our concept of God comes from.  - Natural theology and revealed theology  - God as omnipotent; omniscient; omnipresent; omnibenevolent; everlasting; eternal; immanent and transcendent	<b>3.3.2 Arguments relating to the existence of God</b>  <b>The Problem of Evil</b>  - Defining evil and it's different types  - Theodicies; central tenets; key philosophers (Satre; Aquinas; Augustine; Plantinga and Hick); arguments against and their responses:  <u>Alternative theologies</u> - God is not omniscient, omnipotent and benevolent.  <u>Afterlife defence</u> – the evil in this world is balanced by a greater good of justice in the afterlife.  <u>Free will</u> – the evil in this world is a consequence of a greater good = human free will.	<b>3.3.2 Arguments relating to the existence of God</b>  <b>The Teleological Argument</b>  - Central tenets; key philosophers  - Paley's first and second formulations of the design argument  - Hume; Darwin and Swinburne's design arguments  - Criticisms/responses to each of the proposed arguments  <b>The Cosmological Argument</b>  - Central tenets; key philosophers	<b>3.3.3 Religious Language</b>  - Central tenets; key philosophers  - The distinction between cognitivism and non-cognitivism about religious language  - The empiricist/logical positivist challenges to the status of metaphysical (here, religious) language: the verification principle and verification/falsification (Ayer).  - Hick's response to Ayer (eschatological verification) and issues arising from that response.  - Further responses:	<b>Revision / Examination Preparation</b>  - To understand the requirements of answering an examination paper successfully  - To revise key content from the following Modules: 3.3.1 – The Concept of God  3.3.2 – Arguments relating to the existence of God	Y13 leave school

	<ul style="list-style-type: none"> <li>- The Euthyphro Dilemma</li> <li>- Questioning whether the attributes of God contradictory</li> <li>- The concept of free will and whether this contradicts omniscience</li> </ul>	<p><u>Soul-making defence</u> – the evil in this world leads to a greater good = humans fulfilling their potential.</p>	<ul style="list-style-type: none"> <li>- The Kalam Argument</li> <li>- Aquinas’ argument and criticisms</li> <li>- Descartes argument: what is the cause of my existence?</li> <li>- Leibniz’s argument / The Principle of Sufficient Reason</li> <li>-Hume’s argument and criticisms: The Fallacy of Composition</li> <li>- Copleston v Russell debate</li> <li><b>The Ontological Argument</b></li> <li>- Central tenets; key philosophers</li> <li>- St Anselm's ontological argument</li> <li>- Descartes' ontological argument</li> <li>- Norman Malcolm's ontological argument</li> <li>- Issues that may arise</li> </ul>	<p>the 'University Debate'</p> <ul style="list-style-type: none"> <li>- Anthony Flew on falsification (Wisdom’s ‘Gardener’)</li> <li>- Basil Mitchell's response to Flew (the Partisan)</li> <li>- Hare's response to Flew (bliks and the lunatic) and issues arising from those responses.</li> </ul>	<p>3.3.3 – Religious Language</p>	
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			<p>for the arguments above, including:</p> <ul style="list-style-type: none"> <li>- Gaunilo's 'perfect island' objection</li> <li>- Empiricist objections to <i>a priori</i> arguments for existence</li> <li>- Kant's objection based on existence not being a predicate</li> </ul>			
<p>Skills <i>Ability knowledge</i> <i>'knowing how'</i></p>	<ul style="list-style-type: none"> <li>- To be able to accurately use/define key words; theories; premises and examples – AO1 skills.</li> <li>- To accurately complete analysis of theories and identify strengths and weaknesses - (including counter-examples) – AO2 skills</li> <li>- To be able to draw links between theories across all modules.</li> <li>- To accurately apply the correct content knowledge to</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to accurately use/define key words; theories; premises and examples – AO1 skills.</li> <li>- To accurately complete analysis of theories and identify strengths and weaknesses - (including counter-examples) – AO2 skills</li> <li>- To be able to draw links between theories across all modules.</li> <li>- To accurately apply the correct content knowledge to examination questions.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to accurately use/define key words; theories; premises and examples – AO1 skills.</li> <li>- To accurately complete analysis of theories and identify strengths and weaknesses - (including counter-examples ) – AO2 skills</li> <li>- To be able to draw links between theories across all modules.</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to accurately use/define key words; theories; premises and examples – AO1 skills.</li> <li>- To accurately complete analysis of theories and identify strengths and weaknesses - (including counter-examples) – AO2 skills</li> <li>- To be able to draw links between theories across all modules.</li> </ul>	<ul style="list-style-type: none"> <li>- To use mark schemes to support independent revision and examination question practice</li> <li>- To self-assess individual progress according to feedback given by the teacher</li> <li>- To reACT to feedback given by the teacher and improve areas of work</li> </ul>	

	examination questions.		- To accurately apply the correct content knowledge to examination questions.	- To accurately apply the correct content knowledge to examination questions.		
Key Questions	<ul style="list-style-type: none"> <li>- Where does our concept of God come from?</li> <li>- What is natural theology? What is revealed theology?</li> <li>- Can God create a stone too heavy for Himself to lift?</li> <li>- Is God omnibenevolent if he allows evil and suffering to exist?</li> <li>- Does God exist within time or outside of time?</li> <li>- Is God immanent or transcendent?</li> <li>- Is God omniscient?</li> </ul>	<ul style="list-style-type: none"> <li>- What is an argument?</li> <li>- What is meant by 'inductive argument' and 'deductive argument'?</li> <li>- What is evil?</li> <li>- What is natural evil?</li> <li>- What is moral evil?</li> <li>- What is the evidential problem of evil?</li> <li>- What is the logical problem of evil?</li> <li>- What was St Augustine's theodicy? Outline how the explained the evil in the world AND God still existing.</li> <li>- What is the aim of Plantinga's Free Will defence? How is this</li> </ul>	<ul style="list-style-type: none"> <li>- Does God exist?</li> <li>- Can evidence in the world be used to prove his existence?</li> <li>- Does the complexity and order within the world suggest there must be a designer?</li> <li>- Does every event have a cause?</li> <li>- Is there an uncaused causer?</li> <li>- What are the five ways?</li> <li>- What is the greatest conceivable being?</li> <li>- Does reason alone prove the</li> </ul>	<ul style="list-style-type: none"> <li>- What is the difference between cognitive and non-cognitive approaches to language?</li> <li>- What is 'Logical Positivism'?</li> <li>- What is 'Strong Verificationism'?</li> <li>- What are the criticisms of 'Strong Verificationism'?</li> <li>- What does A.J Ayer say about 'Weak Verificationism'?</li> <li>- What is Hick's response to Ayer ('Eschatological Verificationism')?</li> <li>- What are the criticisms of Hick? (challenge of whether we are the</li> </ul>	<ul style="list-style-type: none"> <li>- What are the modules that will be included in the A level examination?</li> <li>- How many marks is the paper out of?</li> <li>- What are the four different types of question that I might be asked?</li> <li>- What are my areas of strength?</li> <li>- Which areas have I shown to have gaps in knowledge?</li> </ul>	

	<ul style="list-style-type: none"> <li>- Does God's omniscience hinder our ability to be free?</li> </ul>	<p>different to a theodicy?</p> <ul style="list-style-type: none"> <li>- Outline what Plantinga's defence states and list the strengths and weaknesses of this argument.</li> <li>- How does Flew criticise the Free Will defence? Outline his argument.</li> <li>- What is Hick's soul-making theodicy?</li> <li>- What are the responses to Hick's soul-making theodicy?</li> </ul>	<p>existence of God?</p> <ul style="list-style-type: none"> <li>- Is it correct to assume that existence is a real predicate?</li> </ul>	<p>same person after we die)</p> <ul style="list-style-type: none"> <li>- What does Flew claim about 'Falsificationism'? (Parable of the Gardener)</li> <li>- What is Richard Hare's response? (non - cognitivism Parable of the lunatic)</li> <li>- What is Basil Mitchell's response? (religious language is falsifiable – parable of the resistance leader)</li> </ul>	<ul style="list-style-type: none"> <li>- Which type of question did I find most difficult?</li> <li>- What are my two targets to improve?</li> </ul>	
<p>Assessment</p> <p>Each theme assessment has a common structure of five questions consisting of:</p> <p>1 X 3 mark question 2 X 5 mark question 1 X 12 mark</p>	<p>'The concept of God' end of theme assessment (five questions)</p>	<p>'The Problem of Evil' end of theme assessment (five questions)</p>	<p>End of theme assessment (five questions) on each of the arguments</p> <p>Y13 – Mock examinations</p>		<p>Practice examination questions and timed essays (from all modules)</p>	<p>(Please see table below)</p>

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

### Assessment objective weightings for A-level Philosophy

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	

