

Curriculum Map

Subject: Philosophy – Epistemology

Year Group: Year 12/13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Descriptive/propositional knowledge</i> <i>'knowing that'</i>	3.1.1 What is Knowledge? <ul style="list-style-type: none"> - Introduction to 'What is knowledge?' - The three types of knowledge: Ability knowledge, knowledge by acquaintance, and propositional knowledge (including examples) - Linda Zagzebski – The nature of definition and how propositional knowledge may be analysed/defined - Plato and Socrates on true belief and 	3.1.2 Perception as a Source of Knowledge <ul style="list-style-type: none"> - Direct Realism – definition; central tenets; key philosophers; arguments against and their responses - Indirect Realism – definition; central tenets; key philosophers; arguments against and their responses - Idealism – definition; central tenets; key 	3.1.3 Reason as a Source of Knowledge <ul style="list-style-type: none"> - Key terms – a priori, a posteriori, analytic, synthetic, necessary, contingent, induction, deduction, intuition, rationalism, innatism, empiricism - Empiricism- central tenets; key philosophers; arguments against and their responses 	3.1.4 The Limits of Knowledge <ul style="list-style-type: none"> - All key terms, definitions –central tenets of key theories; key philosophers; arguments against and their responses - Normal incredulity vs philosophical scepticism (definitions, examples and comparisons) - Local vs global scepticism (definitions, examples and comparisons) 	Revision / Examination Preparation <ul style="list-style-type: none"> - To understand the requirements of answering an examination paper successfully - To revise key content from the following Modules: 3.1.1 – What is knowledge? 3.1.2 – Perception as a Source of Knowledge 	Revision / Examination Preparation <ul style="list-style-type: none"> - To understand the requirements of answering an examination paper successfully - To revise key content from the following Modules: 3.1.1 – What is knowledge? 3.1.2 – Perception as a Source of Knowledge 3.1.3 – Reason

	<p>knowledge</p> <ul style="list-style-type: none"> - What are necessary conditions? - What are sufficient conditions? 	<p>philosophers; arguments against and their responses</p>	<ul style="list-style-type: none"> - Innatism - central tenets; key philosophers; arguments against and their responses - Intuition and deduction thesis - central tenets; key philosophers; arguments against and their responses 	<ul style="list-style-type: none"> - Role and function of philosophical scepticism (as theoretical not practical) - Descartes: Three waves of doubt including doubting the senses, the dreaming argument and the evil demon argument (including responses) 	<p>3.1.3 – Reason as a Source of Knowledge</p> <p>3.1.4 – The Limits of Knowledge</p>	<p>as a Source of Knowledge</p> <p>3.1.4 – The Limits of Knowledge</p>
<p>Skills</p> <p><i>Ability knowledge</i></p> <p><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 weaknesses - (including 	<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 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 identify strengths and weaknesses - (including 	<ul style="list-style-type: none"> - To use mark schemes to support independent revision and examination question practice - To self-assess individual progress according to feedback 	<ul style="list-style-type: none"> - To use mark schemes to support independent revision and examination question practice - To self-assess individual progress according to feedback given

	<p>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>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>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>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>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>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 are the different types of knowledge and how do we obtain them? - What is the Tripartite view of knowledge? - Are the conditions of the Tripartite view of knowledge necessary? 	<ul style="list-style-type: none"> - What is 'direct realism'? - What are the arguments against direct realism? / What are the responses? - What is 'indirect realism'? - What are the arguments against indirect 	<ul style="list-style-type: none"> - What is empiricism, and why might one hold such a view? - What is rationalism, and what grounds can be offered in its support? - What is innatism? Is it defensible? - Why is innatism incompatible 	<ul style="list-style-type: none"> - What is Descartes' response to scepticism? The cogito, arguments for the existence of God and arguments for the existence of the eternal world (including 	<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 question that I might be 	<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 question that I might be

	<ul style="list-style-type: none"> - Are the conditions of the Tripartite view of knowledge sufficient? - What was Gettier's response to the Tripartite view? - Which theory/conditions is/are best for defining knowledge? 	<p>realism? / What are the responses?</p> <ul style="list-style-type: none"> - What is the difference between primary and secondary qualities? - What is the difference between 'mind dependent' and 'mind independent' objects? - What is 'Idealism'? - What are the arguments against Idealism/ What are the responses? 	<p>with empiricism?</p> <ul style="list-style-type: none"> - What is the paradox of inquiry, and how might innatism be a way of resolving that paradox? - What is Descartes' argument for rationalism? - What is Descartes' trademark argument? - What is Locke's argument for Innatism? - What are simple and complex concepts? 	<p>responses)</p> <ul style="list-style-type: none"> - What is Locke's response to scepticism? (including responses) - What is Hume's response to scepticism? (including responses) - What is Russell's response to scepticism? (including responses) - What is Berkeley's response to scepticism? (including responses) - What is The direct realist response to 	<p>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>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?
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				<p>scepticism? (including responses)</p> <ul style="list-style-type: none">- What are the views of Moore and Reid? Appeal to common sense as a response to scepticism (including responses)- What are the views of Wittgenstein? Appeal to ordinary language as a response to scepticism (including responses)- What is the Reliabilist response to scepticism? (including responses)		
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<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 question 1 X 25 mark question</p>	<p>'What is Knowledge?' end of theme assessment (five questions)</p> <p>Y12 – UCAS examinations</p>	<p>'Perception as a Source of Knowledge' end of theme assessment (five questions)</p>	<p>'Reason as a Source of Knowledge' end of theme assessment (five questions)</p> <p>Y13 – Mock examinations</p>		<p>Practice examination questions and timed essays (from all modules)</p>	<p>(Please see table below)</p>
<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Development in communication/ literacy skills, evaluation and tolerance.</p>	<p>Development in communication/ literacy skills, evaluation and tolerance.</p>	<p>Development in communication/ literacy skills, evaluation and tolerance.</p>	<p>Development in communication/ literacy skills, evaluation and tolerance.</p>	<p>Development in communication/ literacy skills, evaluation and tolerance. Philosophy of Mathematics</p>	<p>Development in communication/ literacy skills, evaluation and tolerance. Philosophy of Mathematics</p>
<p>Enrichment</p>	<p>Key teachings Enrichment Lectures</p>	<p>Key teachings Enrichment University taster sessions</p>	<p>Key teachings Enrichment Exam commentaries / REACT</p>	<p>Key teachings Enrichment</p>	<p>Revision sessions</p>	<p>Revision sessions</p>

Assessment objective weightings for A-level Philosophy

Assessment objectives (AOs)	Component weightings (approx %)	Overall weighting (approx %)
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