



Curriculum Map

Subject: Philosophy – Epistemology

Year Group: Year 12

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	Autumn 1	Autumn 2	Spring I	Spring 2	Summer I	Summer 2			
Content Descriptive/propositional knowledge	3.1.1 What is Knowledge?	3.1.2 Perception as a Source of Knowledge	3.1.3 Reason as a Source of Knowledge	3.1.4 The Limits of Knowledge - All key terms,	Revision / Examination Preparation	Revision / Examination Preparation			
'knowing that'	 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 	 Direct Realism – definition; central tenets; key philosophers; arguments against and their responses Indirect Realism – definition; central tenets; key philosophers; arguments against and their responses 	- Key terms – a priori, a posteriori, a posteriori, analytic, synthetic, necessary, contingent, induction, deduction, intuition, rationalism, innatism, empiricism - Empiricism-central tenets; key philosophers;	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	- To understand the requirements of answering an examination paper successfully - To revise key content from the following Modules: 3.1.1 – What is knowledge?	- 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			
	analysed/definedPlato and Socrateson true belief and	- Idealism – definition; central tenets; key	arguments against and their responses	(definitions, examples and comparisons)	Perception as a Source of Knowledge	Source of Knowledge 3.1.3 – Reason			

	knowledge	philosophers;	- Innatism -	- Role and	3.1.3 – Reason	as a Source of
		arguments	central tenets;	function of	as a Source of	Knowledge
	- What are necessary	against and their	key	philosophical	Knowledge	
	conditions?	responses	philosophers;	scepticism (as		3.1.4 – The
			arguments	theoretical not	3.1.4 – The	Limits of
	- What are sufficient		against and their	practical)	Limits of	Knowledge
	conditions?		responses		Knowledge	
				- Descartes:		
			- Intuition and	Three waves of		
			deduction thesis	doubt including		
			- central tenets;	doubting the		
			key	senses, the		
			philosophers;	dreaming		
			arguments	argument and		
			against and their	the evil demon		
			responses	argument		
				(including		
				responses)		
Skills	- To be able to	- To be able to	- To be able to	- To be able to	- To use mark	- To use mark
Ability knowledge	accurately	accurately	accurately	accurately	schemes to	schemes to
/knowing how'	use/define key	use/define key	use/define key	use/define key	support	support
Knowing now	words; theories;	words; theories;	words; theories;	words; theories;	independent	independent
	premises and	premises and	premises and	premises and	revision and	revision and
	examples – AO1	examples – AO1	examples – AO1	examples – AO1	examination	examination
	skills.	skills.	skills.	skills.	question	question
					practice	practice
	- To accurately	- To accurately	- To accurately	- To accurately		
	complete analysis of	complete	complete	complete analysis	- To self-assess	- To self-assess
	theories and identify	analysis of	analysis of	of theories and	individual	individual
	strengths and	theories and	theories and	identify strengths	progress	progress
	weaknesses -	identify	identify	and weaknesses -	according to	according to
	(including	strengths and	strengths and	(including	feedback	feedback given

		counter-examples) –		weaknesses -		weaknesses -		counter-examples		given by the		by the teacher
		AO2 skills		(including		(including) – AO2 skills		teacher		
				counter-exampl		counter-example					-	To reACT to
	-	To be able to draw		es) – AO2 skills		s) – AO2 skills	-	To be able to	-	To reACT to		feedback given
		links between						draw links		feedback		by the teacher
		theories across all	-	To be able to	-	To be able to		between theories		given by the		and improve
		modules.		draw links		draw links		across all		teacher and		areas of work
				between		between		modules.		improve areas		
	-	To accurately apply		theories across		theories across				of work		
		the correct content		all modules.		all modules.	-	To accurately				
		knowledge to						apply the correct				
		examination	-	To accurately	-	To accurately		content				
		questions.		apply the		apply the correct		knowledge to				
				correct content		content		examination				
				knowledge to		knowledge to		questions.				
				examination		examination						
				questions.		questions.						
Key Questions	-	What are the	-	What is 'direct	-	What is		- What is	-	What are the	-	What are the
		different types of		realism'?		empiricism, and		Descartes'		modules that		modules that
		knowledge and how				why might one		response to		will be		will be
		do we obtain them?	-	What are the		hold such a		scepticism?		included in		included in the
				arguments		view?		The cogito,		the A level		A level
	-	What is the		against direct	-	What is		arguments		examination?		examination?
		Tripartite view of		realism? / What		rationalism, and		for the				
		knowledge?		are the		what grounds		existence of	-	How many	-	How many
				responses?		can be offered in		God and		marks is the		marks is the
						its support?		arguments		paper out of?		paper out of?
	-	Are the conditions	-	What is 'indirect	_	What is		for the				
		of the Tripartite		realism'?		innatism? Is it		existence of	-	What are the	-	What are the
		view of knowledge				defensible?		the eternal		four different		four different
		necessary?	-	What are the		Why is innatism		world		types of		types of
				arguments		incompatible		(including		question that I		question that I
				against indirect		Incompatible				might be		might be

- I	Are the conditions		realism? / What		with		responses)		asked?		asked?
	of the Tripartite		are the		empiricism?		, ,				
_	view of knowledge sufficient? What was Gettier's	-	responses? What is the difference	-	What is the paradox of inquiry, and how	-	What is Locke's response to scepticism?		What are my areas of strength?		What are my areas of strength?
	response to the		between		might innatism be a way of		(including	_	Which areas	_	Which areas
	Tripartite view?		primary and		resolving that		responses)		have I shown		have I shown
			secondary		paradox?		,-		to have gaps		to have gaps in
-	Which theory/conditions		qualities?			-	What is Hume's		in knowledge?		knowledge?
	is/are best for defining knowledge?	-	What is the difference between 'mind dependent' and 'mind	-	What is Descartes' argument for rationalism?		response to scepticism? (including responses)	-	Which type of question did I find most difficult?	-	Which type of question did I find most difficult?
		-	independent' objects? What is	-	What is Descartes' trademark argument?	-	What is Russell's response to scepticism?	-	What are my two targets to improve?	-	What are my two targets to improve?
			'Idealism'?	_	What is Locke's		(including responses)				
		-	What are the arguments against		argument for Innatism?	-	What is Berkeley's				
			Idealism/ What are the responses?	-	What are simple and complex concepts?		response to scepticism? (including responses)				
						-	What is The direct realist response to				

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		scepticism?	
		(including	
		responses)	
		- What are the	
		views of	
		Moore and	
		Reid? Appeal	
		to common	
		sense as a	
		response to	
		scepticism	
		(including	
		responses)	
		тезропзез	
		- 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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Assessment Each theme assessment has a common structure of five questions consisting of: 1 X 3 mark question 2 X 5 mark question 1 X 12 mark question 1 X 25 mark question	'What is Knowledge?' end of theme assessment (five questions) Y12 – UCAS examinations	'Perception as a Source of Knowledge' end of theme assessment (five questions)	'Reason as a Source of Knowledge' end of theme assessment (five questions) Y13 – Mock examinations		Practice examination questions and timed essays (from all modules)	(Please see table below)
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