Curriculum Map

Subject: Philosophy – Metaphysics of God

Year Group: Year 12/13

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content *Descriptive/prop ositional knowledge* *'knowing that'*	**3.3.1 The Concept of God** - 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	**3.3.2 Arguments relating to the existence of God** **The Problem of Evil** - 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.	**3.3.2 Arguments relating to the existence of God** **The Teleological Argument** - 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 **The Cosmological Argument** - Central tenets; key philosophers	**3.3.3 Religious Language** - 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.	**Revision / Examination Preparation** - 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	Y13 leave school

	transcendent - The Euthyphro Dilemma - Questioning whether the attributes of God contradictory - The concept of free will and whether this contradicts omniscience	<u>Soul-making defence</u> – the evil in this world leads to a greater good = humans fulfilling their potential.	- The Kalam Argument - Aquinas' argument and criticisms - Descartes argument: what is the cause of my existence? - Leibniz's argument / The Principle of Sufficient Reason -Hume's argument and criticisms: The Fallacy of Composition - Copleston v Russell debate **The Ontological Argument** - Central tenets; key philosophers - St Anselm's ontological argument - Descartes' ontological argument - Norman Malcolm's ontological argument	- Further responses: the 'University Debate' - Anthony Flew on falsification (Wisdom's 'Gardener') - Basil Mitchell's response to Flew (the Partisan) - Hare's response to Flew (bliks and the lunatic) and issues arising from those responses.	God 3.3.3 – Religious Language	

			- Issues that may arise for the arguments above, including: - Gaunilo's 'perfect island' objection - Empiricist objections to *a priori* arguments for existence - Kant's objection based on existence not being a predicate			
Skills *Ability knowledge* *'knowing how'*	- 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 counter-examples) – AO2 skills - To be able to draw links between theories across all modules. - To accurately apply the correct content	- 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 counter-examples) – AO2 skills - To be able to draw links between theories across all modules. - To accurately apply the correct content knowledge to examination questions.	- 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 counter-examples) – AO2 skills - To be able to draw links between theories across all	- 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 counter-examples) – AO2 skills - To be able to draw links between theories across all modules.	- To use mark schemes to support independent revision and examination question practice - To self-assess individual progress according to feedback given by the teacher - To reACT to feedback given by the teacher and	

	knowledge to examination questions.		modules. - To accurately apply the correct content knowledge to examination questions.	- To accurately apply the correct content knowledge to examination questions.	improve areas of work	
Key Questions	- Where does our concept of God come from? - What is natural theology? What is revealed theology? - Can God create a stone too heavy for Himself to lift? - Is God omnibenevolent if he allows evil and suffering to exist? - Does God exist within time or outside of time? - Is God immanent or transcendent?	- What is an argument? - What is meant by 'inductive argument' and 'deductive argument'? - What is evil? - What is natural evil? - What is moral evil? - What is the evidential problem of evil? - What is the logical problem of evil? - What was St Augustine's theodicy? Outline how the explained the evil in the world AND God still existing.	- Does God exist? - Can evidence in the world be used to prove his existence? - Does the complexity and order within the world suggest there must be a designer? - Does every event have a cause? - Is there an uncaused causer? - What are the five ways? - What is the greatest conceivable	- What is the difference between cognitive and non-cognitive approaches to language? - What is 'Logical Positivism'? - What is 'Strong Verificationism'? - What are the criticisms of 'Strong Verificationism'? - What does A.J Ayer say about 'Weak Verificationism'? - What is Hick's response to Ayer ('Eschatological Verificationism')?	- 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 asked? What are my areas of strength? - Which areas have I shown to have gaps	

	- Is God omniscient? - Does God's omniscience hinder our ability to be free?	- What is the aim of Plantinga's Free Will defence? How is this different to a theodicy? - Outline what Plantinga's defence states and list the strengths and weaknesses of this argument. - How does Flew criticise the Free Will defence? Outline his argument. - What is Hick's soul-making theodicy? - What are the responses to Hick's soul-making theodicy?	being? - Does reason alone prove the existence of God? - Is it correct to assume that existence is a real predicate?	- What are the criticisms of Hick? (challenge of whether we are the same person after we die) - What does Flew claim about 'Falsificationism'? (Parable of the Gardener) - What is Richard Hare's response? (non - cognitivism Parable of the lunatic) - What is Basil Mitchell's response? (religious language is falsifiable – parable of the resistance leader)	in knowledge? - Which type of question did I find most difficult? - What are my two targets to improve?	
Assessment Each theme assessment has a common structure of five questions consisting of:	'The concept of God' end of theme assessment (five questions)	'The Problem of Evil' end of theme assessment (five questions)	End of theme assessment (five questions) on each of the arguments Y13 – Mock examinations		Practice examination questions and timed essays (from all modules)	(Please see table below)

1 X 3 mark question 2 X 5 mark question 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

Assessment objective weightings for A-level Philosophy

Assessment objectives (AOs)	Component weightings (approx %)		Overall weighting (approx %)
	Paper 1	Paper 2	
AO1	30	30	60
AO2	20	20	40
Overall weighting of components	50	50	100

Assessment weightings

The marks awarded on the papers will be scaled to meet the weighting of the components. Students' final marks will be calculated by adding together the scaled marks for each component. Grade boundaries will be set using this total scaled mark. The scaling and total scaled marks are shown in the table below.

Component	Maximum raw mark	Scaling factor	Maximum scaled mark
Epistemology and moral philosophy	100	x1	100
The metaphysics of God and the metaphysics of mind	100	x1	100
Total scaled mark:			200