

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

	<p>knowledge</p> <ul style="list-style-type: none"> <li>- What are necessary conditions?</li> <li>- What are sufficient conditions?</li> </ul>	<p>key philosophers; arguments against and their responses</p>	<p>responses</p> <ul style="list-style-type: none"> <li>- Innatism - central tenets; key philosophers; arguments against and their responses</li> <li>- Intuition and deduction thesis - central tenets; key philosophers; arguments against and their responses</li> </ul>	<p>comparisons)</p> <ul style="list-style-type: none"> <li>- Role and function of philosophical scepticism (as theoretical not practical)</li> <li>- Descartes: Three waves of doubt including doubting the senses, the dreaming argument and the evil demon argument (including responses)</li> </ul>	<p>3.1.3 – Reason as a Source of Knowledge</p> <p>3.1.4 – The Limits of Knowledge</p>	<p>3.1.3 – Reason as a Source of Knowledge</p> <p>3.1.4 – The Limits of Knowledge</p>
<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</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</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</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</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</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</li> </ul>

	<p>weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> <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>	<p>identify strengths and weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> <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>	<p>identify strengths and weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> <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>	<p>and weaknesses - (including counter-examples) – AO2 skills</p> <ul style="list-style-type: none"> <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>	<p>according to feedback given by the teacher</p> <ul style="list-style-type: none"> <li>- To reACT to feedback given by the teacher and improve areas of work</li> </ul>	<p>according to feedback given by the teacher</p> <ul style="list-style-type: none"> <li>- To reACT to feedback given by the teacher and improve areas of work</li> </ul>
Key Questions	<ul style="list-style-type: none"> <li>- What are the different types of knowledge and how do we obtain them?</li> <li>- What is the Tripartite view of knowledge?</li> <li>- Are the conditions of the Tripartite view of knowledge</li> </ul>	<ul style="list-style-type: none"> <li>- What is 'direct realism'?</li> <li>- What are the arguments against direct realism? / What are the responses?</li> <li>- What is 'indirect realism'?</li> </ul>	<ul style="list-style-type: none"> <li>- What is empiricism, and why might one hold such a view?</li> <li>- What is rationalism, and what grounds can be offered in its support?</li> <li>- What is innatism? Is it defensible?</li> </ul>	<ul style="list-style-type: none"> <li>- What is Descartes' response to scepticism? The cogito, arguments for the existence of God and arguments for the existence of the eternal world</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</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</li> </ul>

	<p>necessary?</p> <ul style="list-style-type: none"> <li>- Are the conditions of the Tripartite view of knowledge sufficient?</li> <li>- What was Gettier's response to the Tripartite view?</li> <li>- Which theory/conditions is/are best for defining knowledge?</li> </ul>	<ul style="list-style-type: none"> <li>- What are the arguments against indirect realism? / What are the responses?</li> <li>- What is the difference between primary and secondary qualities?</li> <li>- What is the difference between 'mind dependent' and 'mind independent' objects?</li> <li>- What is 'Idealism'?</li> <li>- What are the arguments against Idealism/ What are the responses?</li> </ul>	<ul style="list-style-type: none"> <li>- Why is innatism incompatible with empiricism?</li> <li>- What is the paradox of inquiry, and how might innatism be a way of resolving that paradox?</li> <li>- What is Descartes' argument for rationalism?</li> <li>- What is Descartes' trademark argument?</li> <li>- What is Locke's argument for Innatism?</li> <li>- What are simple and complex concepts?</li> </ul>	<p>(including responses)</p> <ul style="list-style-type: none"> <li>- What is Locke's response to scepticism? (including responses)</li> <li>- What is Hume's response to scepticism? (including responses)</li> <li>- What is Russell's response to scepticism? (including responses)</li> <li>- What is Berkeley's response to scepticism? (including responses)</li> <li>- What is The direct realist</li> </ul>	<p>question that I might be asked?</p> <p>What are my areas of strength?</p> <ul style="list-style-type: none"> <li>- Which areas have I shown to have gaps in knowledge?</li> <li>- Which type of question did I find most difficult?</li> <li>- What are my two targets to improve?</li> </ul>	<p>question that I might be asked?</p> <p>What are my areas of strength?</p> <ul style="list-style-type: none"> <li>- Which areas have I shown to have gaps in knowledge?</li> <li>- Which type of question did I find most difficult?</li> <li>- What are my two targets to improve?</li> </ul>
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				<p>response to scepticism? (including responses)</p> <ul style="list-style-type: none"><li>- What are the views of Moore and Reid? Appeal to common sense as a response to scepticism (including responses)</li><li>- What are the views of Wittgenstein? Appeal to ordinary language as a response to scepticism (including responses)</li><li>- What is the Reliabilist response to scepticism? (including responses)</li></ul>		
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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.</p>	<p>Development in communication/ literacy skills, evaluation and tolerance.</p>
<p>Enrichment</p>	<p>Key teachings Enrichment</p>	<p>Key teachings Enrichment</p>	<p>Key teachings Enrichment</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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