



Curriculum Map

Subject: Philosophy – Epistemology

Year Group: Year 12/13

| knowledge knowledge acquainta propositio knowledge | ' ' | Autumn 2 | Spring I | Spring 2 | Summer I | Summer 2 |
|---|--|--|--|---|---|---|
| - The three knowledge knowledge knowledge acquaintai propositio knowledge | a Ki | 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 |
| propositio | lge?' lee types of lge: Ability lge, lge by tance, and lional lge lge examples) gzebski — lire of lional lge may be ld/defined lge lge may be ld/defined l | 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 terms – a priori, a posteriori, analytic, synthetic, necessary, contingent, induction, deduction, intuition, rationalism, innatism, empiricism Empiricism-central tenets; key philosophers; arguments against and their | 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 | - 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 | - 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 |

| | knowledge | key | responses | comparisons) | | 3.1.3 – Reason |
|-------------------|-----------------------|-------------------|-------------------|--------------------|------------------|------------------|
| | | philosophers; | | | 3.1.3 – Reason | as a Source of |
| | - What are necessary | arguments | - Innatism - | - Role and | as a Source of | Knowledge |
| | conditions? | against and their | central tenets; | function of | Knowledge | |
| | | responses | key | philosophical | | 3.1.4 – The |
| | - What are sufficient | | philosophers; | scepticism (as | 3.1.4 – The | Limits of |
| | conditions? | | arguments | theoretical not | Limits of | Knowledge |
| | | | against and their | practical) | Knowledge | |
| | | | responses | | | |
| | | | | - 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 | 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 |
| | 1 | | | 1 | | · · |
| | counter-examples) – AO2 skills | weaknesses - | weaknesses - | counter-examples | given by the | by the teacher |
| | AO2 SKIIIS | (including | (including |) – AO2 skills | teacher | T 40T. |
| | | 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 | 1 | | |
| | | 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 | \A/l=++:- | arguments | examination? | examination? |
| | Tripartite view of | realism? / What | - What is | for the | examination: | examination: |
| | knowledge? | are the | rationalism, and what grounds | existence of | - How many | - How many |
| | Knowledge: | responses? | can be offered in | God and | marks is the | marks is the |
| | | responses: | its support? | | | |
| | Are the conditions | - What is 'indirect | its support: | arguments for the | paper out of? | paper out of? |
| | - Are the conditions | | - What is | | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ |
| | 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 |
| | | | | world | types of | types of |

| | necessary? | - | What are the | - | Why is innatism | | (including | | question that I | | question that I |
|---|---------------------|---|------------------|---|------------------|---|----------------|---|-----------------|---|-----------------|
| | | | arguments | | incompatible | | responses) | | might be | | might be |
| - | Are the conditions | | against indirect | | with | | | | asked? | | asked? |
| | of the Tripartite | | realism? / What | | empiricism? | - | What is | | | | |
| | view of knowledge | | are the | - | What is the | | Locke's | | What are my | | What are my |
| | sufficient? | | responses? | | paradox of | | response to | | areas of | | areas of |
| | | | | | inquiry, and how | | scepticism? | | strength? | | strength? |
| - | What was Gettier's | - | What is the | | might innatism | | (including | | | | |
| | response to the | | difference | | be a way of | | responses) | - | Which areas | - | Which areas |
| | Tripartite view? | | between | | resolving that | | | | have I shown | | have I shown |
| | | | primary and | | paradox? | - | What is | | to have gaps | | to have gaps in |
| - | Which | | secondary | | | | Hume's | | in knowledge? | | knowledge? |
| | theory/conditions | | qualities? | _ | What is | | response to | | | | |
| | is/are best for | | | | Descartes' | | scepticism? | - | Which type of | - | Which type of |
| | defining knowledge? | - | What is the | | argument for | | (including | | question did I | | question did I |
| | | | difference | | rationalism? | | responses) | | find most | | find most |
| | | | between 'mind | | | | | | difficult? | | difficult? |
| | | | dependent' and | | 144 | - | What is | | | | |
| | | | 'mind | - | What is | | Russell's | _ | What are my | _ | What are my |
| | | | independent' | | Descartes' | | response to | | two targets to | | two targets to |
| | | | objects? | | trademark | | scepticism? | | improve? | | improve? |
| | | | • | | argument? | | (including | | · | | |
| | | _ | What is | | | | responses) | | | | |
| | | | 'Idealism'? | - | What is Locke's | | | | | | |
| | | | | | argument for | _ | What is | | | | |
| | | _ | What are the | | Innatism? | | Berkeley's | | | | |
| | | | arguments | | | | response to | | | | |
| | | | against | _ | What are simple | | scepticism? | | | | |
| | | | Idealism/ What | | and complex | | (including | | | | |
| | | | are the | | concepts? | | responses) | | | | |
| | | | responses? | | 55.166pt5. | | responses) | | | | |
| | | | responses: | | | | What is The | | | | |
| | | | | | | _ | | | | | |
| | | | | | | | direct realist | | | | |

| response to scepticism? (including responses) - What are the views of Moore and Reid? Appeal to common sense as a response to scepticism (including responses) - What are the views of Moore and Reid? Appeal to ordinary language 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 Reilabilist responses) - What is the Reilabilist response to scepticism? (including | | Т | | |
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| 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 | | | | |
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| (including | | | response to | |
| | | | scepticism? | |
| | | | (including | |
| responses) | | | responses) | |

| 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