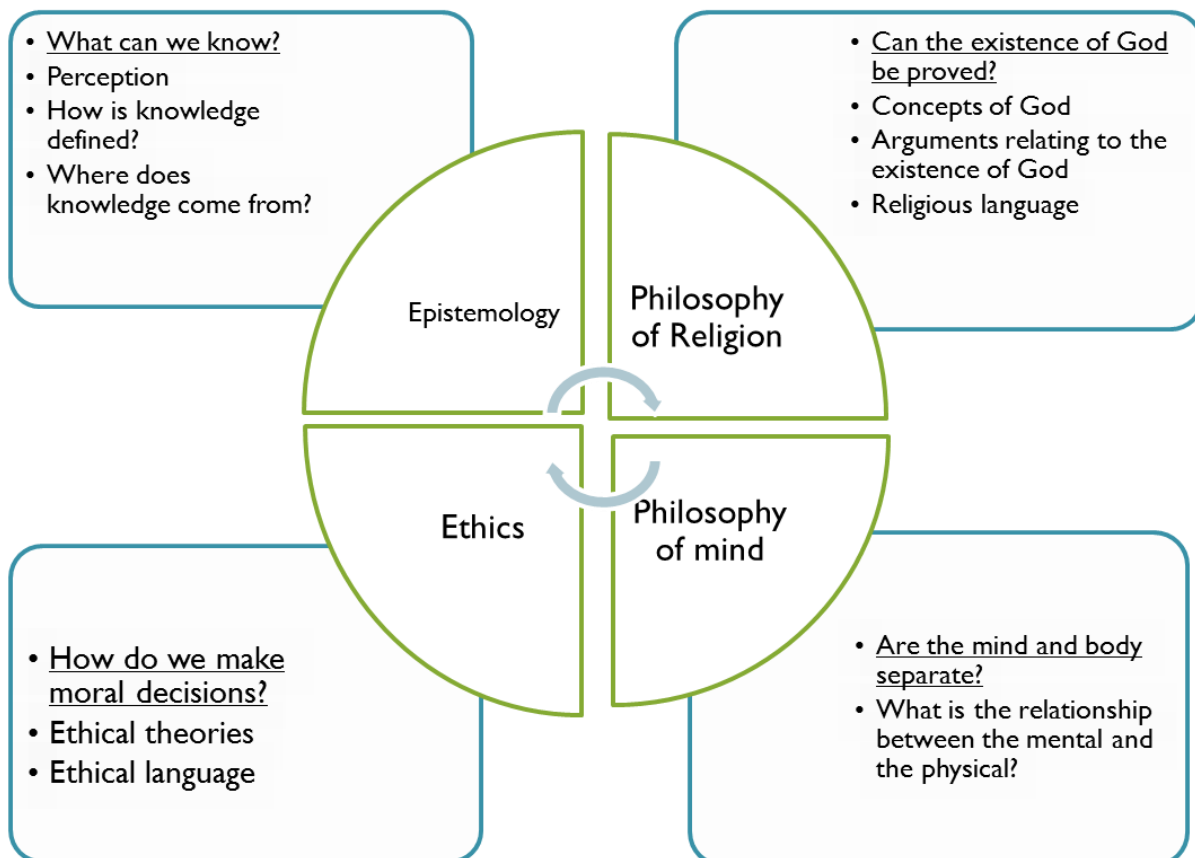
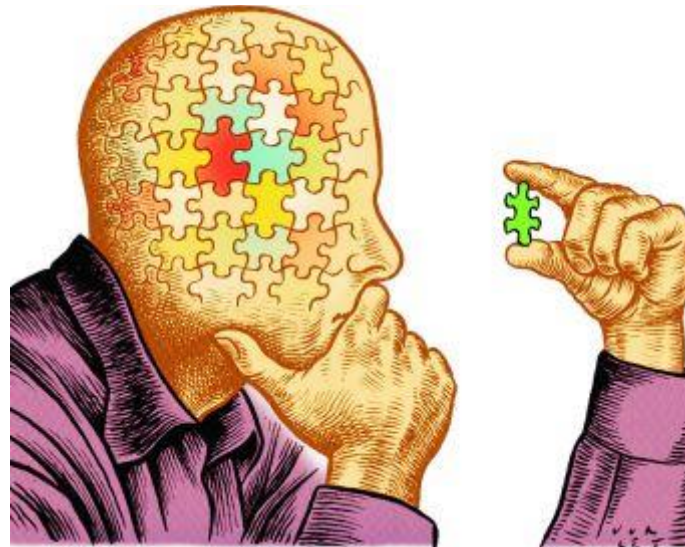


Philosophy A Level at Fortismere School



AS Level Philosophy = Epistemology and the Philosophy of Religion

A2 Level Philosophy = Ethics and Philosophy of Mind

How the exam is structured at AS Level

You will have a one three hour exam and you will be examined on the content of Epistemology and the Philosophy of Religion, for each part of the course you will have a 2 mark, 5 mark, 9 mark, 9 mark and 15 mark question

Epistemology – examples of questions	Value of mark	Philosophy of Religion – examples of questions
What is a prior knowledge?	2	How does Descartes define God?
Explain what is meant by sense data?	5	Explain Paley’s version of the argument form Design for the existence of God
Explain the difference between inductive and deductive arguments	9	Outline Hick’s response to the problem of evil
Explain why Locke opposes innate ideas	9	Explain why, according to logical positivism, religious claims are meaningless
Is knowledge justified true belief?	15	Is the concept of God coherent

How the exam is structured at A2

You will have a one three hour exam and you will be examined on the content of Ethics and the Philosophy of Mind, for each part of the course you will have a 3 mark, 5 mark, 5 mark, 12 mark and 25 mark question

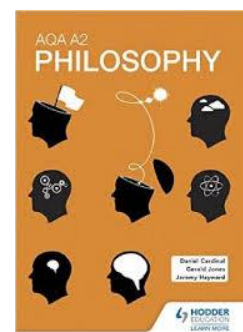
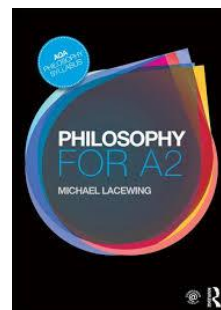
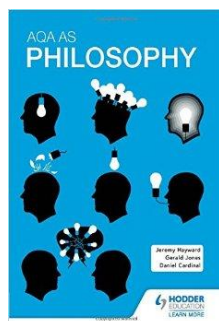
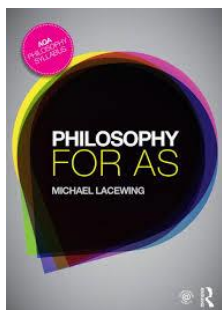
Ethics – examples of questions	Value of mark	Philosophy of Mind – examples of questions
What does Mill mean when he refers to higher pleasures?	3	What are qualia?
Explain the difference between cognitivist and non-cognitivist theories of ethics	5	Briefly explain the philosophical zombie argument for (property) dualism
Briefly explain ethical naturalism	5	Briefly explain the difference between materialism and eliminative materialism
How might a Utilitarian attempt to justify preventative imprisoning (imprisoning someone to prevent them from committing a crime rather than because they have committed a crime)?	12	What are the similarities and differences between interactionist dualism and epiphenomenalist dualism?
Is Aristotle’s doctrine of the mean useful for making moral decisions?	25	Are mental states ontologically reducible to brain states?

What skills you will be expected to develop

- Know and use key words confidently and accurately
- grasp essential concepts
- provide a full explanation of a number of philosophical issues
- unpack philosophical arguments in their premise and conclusion format
- use examples to show understanding
- consider arguments for and against a philosophical position and then reach a conclusion
- develop and sustain a philosophical argument in defence of your own judgement
- organise material so that it is accurate, structured and coherent
- put forward your own ideas clearly and logically
- convey new concepts and relationships between concepts in a creative and accurate manner
- select material appropriately when answering an exam question

How can you prepare for the A Level?

Although you may have debated many philosophical issues at KS3 and KS4, the A Level will be unlike anything you have studied before now. To accompany the A Level topics, you can familiarise yourself with Descartes Meditations as this is one of the most significant texts in the history of philosophy and he set the agenda for debate in much of modern philosophy. You can read a study guide to familiarise yourself with Descartes and we recommend one that has been written from the “Philosophy in Focus” series. In addition this, we will be using 2 course books written by teachers and lecturers in philosophy, one by Dr Michael Lacewing and the other by Jeremy Hayward, Gerald Jones and Daniel Cardinal. For the A2 course, we recommend Ravenscroft’s “Philosophy of Mind”. We can also recommend either books by Michael Sandel or his on-line lectures.



- Philosophy bites – this is an app that has summaries of philosophical viewpoints
- Philosophy Now – a magazine that you can subscribe to through the post or on-line
- In our Time Philosophy with Melvyn Bragg – a podcast that contains many lively and interesting explanations of philosophical viewpoints

Personalised check list – Philosophy – year 12

	Confident	Developing	With Difficulty
UNIT 1 – EPISTEMOLOGY			
PERCEPTION			
DIRECT REALISM – definition			
CRITICISMS OF DIRECT REALISM <ul style="list-style-type: none"> • Argument from illusion • Argument from perceptual variation (Russell’s table eg) • Argument from hallucinations • Time-lag argument 			
CRITICISMS OF INDIRECT REALISM The immediate objects of perception are mind-dependent objects that are caused by and represent mind-independent objects.			
CRITICISMS OF INDIRECT REALISM <ul style="list-style-type: none"> • Leads to scepticism about the existence and nature of the external world (attacking ‘realism’) • Responses (external world is the ‘best hypothesis’ (Russell); coherence of the various senses and lack of choice over our experiences (Locke) • Responses (sense data tell us of ‘relations’ between objects (Russell); the distinction between primary and secondary qualities (Locke) • Problems arising from the view that mind-dependent objects represent mind-independent objects (e.g. Berkeley’s criticism) and are caused by mind-independent objects. 			
BERKELEY’S IDEALISM The immediate objects of perception (i.e. ordinary objects such as tables, chairs etc) are mind-dependent objects. Berkeley’s attack on the primary/secondary property distinction and his ‘master’ argument.			
CRITICISMS OF IDEALISM <ul style="list-style-type: none"> • Leads to solipsism. • It does not give an adequate account of illusions and hallucinations. • It cannot secure objective space and time. • Whether God can be used to play the role He does. 			
THE DEFINITION OF KNOWLEDGE	confident	developing	With difficulty
– WHAT IS PROPOSITIONAL KNOWLEDGE? Distinction between: acquaintance knowledge, ability knowledge and propositional knowledge (knowing ‘of’, knowing ‘how’ and knowing ‘that’.)			
TRIPARTITE VIEW Justified, true belief is necessary and sufficient for propositional knowledge (S knows that P only if S is justified in believing that P, P is true and S believes that P) (necessary and sufficient conditions).			
CRITICISMS OF TRIPARTITE VIEW (J+T+B= K) <ul style="list-style-type: none"> • The conditions are <i>not individually necessary</i> for knowledge • The conditions are <i>not jointly sufficient</i> for knowledge. 			

<p><u>The conditions are not individually necessary</u></p> <ul style="list-style-type: none"> Justification is not individually necessary for knowledge (J+T+ C instead, or a reliable process R=T+B) Replace justified' with an account of epistemic virtue (V+T+B) Belief is not individually necessary for knowledge (we do not have to believe we know something to know it) 			
<p><u>The conditions are not jointly sufficient</u></p> <ul style="list-style-type: none"> Strengthen the justification condition: infallibilism and the requirement for an impossibility of doubt (Descartes) Add a 'no false lemmas' condition (J+T+B+N) 			
<p>CONCEPT EMPIRICISM</p> <p>All concepts are derived from experience (tabula rasa, impressions and ideas, simple and complex concepts)</p>			
<p>CRITICISMS OF CONCEPT EMPIRICISM</p> <ul style="list-style-type: none"> Concept innatism (rationalism): there are at least some innate concepts (Descartes' 'trademark' argument, and other proposed examples like universals, causation, infinity, numbers etc) <p>Criticism of concept of tabula rasa-sense experiences would in unintelligible without structures of the mind to order experience (Kant conceptual schemes or Condillac's statue</p>			
<p>KNOWLEDGE EMPIRICISM</p> <p>All synthetic knowledge is a posteriori (Hume's 'fork'); all a priori knowledge is (merely) analytic.</p>			
<p>ISSUES</p> <ul style="list-style-type: none"> Rationalism / innate ideas (Plato) Empiricism - Locke's arguments against innatism (there are no universal ideas, you cannot have an idea that you are not aware of, innate ideas is an over complicated theory, we cannot tell the difference between innate ideas and others) Intuition and deduction thesis (rationalism): we can gain synthetic a priori knowledge through intuition and deduction (Descartes on the existence of self, God and the external world) Knowledge empiricist arguments against intuition and deduction: the failure of the deductions or the analytically true (tautological) nature of the conclusions Arguments against knowledge empiricism: the limits of empirical knowledge (it cannot overcome scepticism) 			
<p>UNIT 2 – PHILOSOPHY OF RELIGION</p>	confident	developing	With difficulty
<p>THE CONCEPT OF GOD</p> <p>God as omniscient, omnipotent, supremely good, and either timeless (eternal) or within time (everlasting) and the meaning (s) of these divine attributes.</p>			
<p>CRITICISMS OF THE THEIST CONCEPT OF GOD (INCOHERENCE)</p> <ul style="list-style-type: none"> The Paradox of the Stone The Euthyphro dilemma The compatibility, or otherwise, of the existence of an omniscient God and free human beings. 			
<p>ONTOLOGICAL ARGUMENTS</p> <ul style="list-style-type: none"> Anselm Descartes 			

<ul style="list-style-type: none"> • Leibniz • Malcolm • Plantinga 			
<p>CRITICISMS OF WITH ONTOLOGICAL</p> <ul style="list-style-type: none"> • Gaunilo • Hume • Kant 			
<p>ARGUMENT FROM DESIGN</p> <ul style="list-style-type: none"> • Paley • Swinburne 			
<p>CRITICISMS OF TELEOLOGICAL ARGUMENT</p> <ul style="list-style-type: none"> • Paley (himself) • Hume • Kant 			
<p>THE COSMOLOGICAL ARGUMENT</p> <ul style="list-style-type: none"> • Aquinas Five Ways (first 3) • Descartes • The Kalam Argument 			
<p>CRITICISMS OF COSMOLOGICAL ARGUMENT</p> <ul style="list-style-type: none"> • Hume • Russell 			
<p>THE PROBLEM OF EVIL</p> <p>Highlights incoherence in the theist concept of God</p>			
<p>RESPONSES TO PROBLEM OF EVIL</p> <ul style="list-style-type: none"> • Free Will Defence (accounts for natural evil) (Plantinga,) • Soul-Making (Hick) • Other theodicies (opposite of good required to understand good, evil the other side of good, evil creates second order goods so the existence of good and evil together make a better world) 			
<p>RELIGIOUS LANGAUGE</p> <ul style="list-style-type: none"> • Logical positivism: verification principle and verification/falsification (Ayer) • Cognitivist and non-cognitivist accounts of religious language and criticisms of these • The University Debate: Flew (on God's Wisdom, Hare (blik) and Mitchell (the Partisan) • Religious statements as verifiable. 			
<p>A01 SKILLS</p> <p>Demonstrate understanding of the core concepts and methods of philosophy</p>			
<p>A01 SKILLS</p> <p>Arguments may have several steps and you will have to unpack them in depth so this means that you will have to organise the material so that it is accurate, structured and coherent.</p>			
<p>A01 SKILLS</p> <p>Use examples to show your understanding</p>			
<p>A02 SKILLS</p> <p>Analyse and evaluate philosophical argument to form reasoned judgements</p>			
<p>A02 SKILLS</p> <p>Develop an argument in defence of your own judgement that shows evaluation of different philosophical positions</p>			
<p>A02 SKILLS</p> <p>Critically evaluate arguments for and against a position and then reach a conclusion which follows logically from earlier arguments in your essay</p>			

The AS Philosophy Exam (3 hours long)

Assessment objective 1 – A01 is where you show understanding (80% of total marks)

2 mark questions – tests your grasp of essential concepts. You are expected to encapsulate them with precision. You should spend 1 to 2 minutes on these questions.

5 marks questions – You need to give a full explanation of a philosophical issue. You should be able to show your understanding of the detailed complexity involved. You have to use technical vocabulary to show that you can make sense of the issue and show why someone would believe in a particular theory or position. You should spend 5 to 10 minutes on a 5 mark question.

9 mark questions – Similar to a 5 mark question but you will need more detail in the number of points that you develop. Arguments may have several steps and you will have to unpack them in depth so this means that you will have to organise the material so that it is accurate, structured and coherent. You should use examples to show your understanding. Diagrams can be used. You should spend 10 to 15 minutes on a 9 mark question.

THERE ARE TWO 9 MARK QUESTIONS

Assessment objective 2 – A02 tests your capacity to analyse philosophical theories so that you may evaluate how strong they are by exploring the quality of reasoning, considering implications, and exploring objections and counter arguments. (20% of total marks)

15 mark questions are divided between 7 marks for A01 and 8 marks for A02 – you will be expected to develop an argument in defence of your own judgement. You will need to consider arguments for and against a position and then reach a conclusion which follows from what you have argued. These are philosophically demanding. You should spend 35 to 50 minutes on answering a 15 mark questions.

15 Mark essay feedback

Assess the tripartite definition of knowledge

Positives	How I know I did this	Negatives	How I know I did this
Accurate interpretation of the question		Inaccurate interpretation of the question.	
Good signposting at the start		No , sign posting or incomplete sign posting at the start	
Accurate definition of the key term in the question (JTB)		Not defining JTB or	
Accurate understanding of possible weaknesses of JTB as a theory of knowledge with technical terms to describe these.		Inaccurate identifying what the problems with JTB as a definition of knowledge	
Detailed discussion of one or more weaknesses of JTB as a theory of knowledge – eg Gettier , or theories that say J, T and B are not individually necessary. Points integrated well.		Briefly mentioning that there are some weaknesses with JTB as a definition of knowledge but not discussing them with any depth. No integration . These points look out of place in the essay when they are not explained.	
Accurate discussion of definitions of knowledge eg Infallibilism, reliabilism, triple A Cartesian knowledge, or any of the theories that believe J, T or B are not individually necessary for knowledge.		Mentioning that there might be other definitions of knowledge but not saying what they are .	
Critically assessing other theories of knowledge and their strengths and weaknesses accurately using technical terms		Briefly mentioning other theories of knowledge, saying they might be better than JTB but then giving no examples . No depth and no technical terms when discussing other theories. Juxtaposition rather than assessment.	
Sythesising the arguments for and against JTB as a definition of knowledge. Who said what.		Not bringing the arguments together at the end of the essay. Stopping the essay at this point .	
Weighing the evidence to show which arguments are stronger		No evidence of weighing the evidence. Stopping the essay at this point .	
Giving your own judgement clearly with reasons. Linking back to the question and to the signposting at the start		Throwaway judgement (one line) that does not refer to the evidence. No judgement at all. Stopping before this point .	

Style guide - academic discourse in Philosophy A Level essays

Writing philosophically means getting down your own thoughts ideas and arguments and using your own words in a manner that expresses ideas clearly and logically. You should be able to convey new concepts and relationships between concepts in a creative and accurate manner.

Reading the ideas of others and understanding them is only one art of the process of doing philosophy. You have to not only how your understanding to others but also carry arguments forward. What follows is a style guide for writing academically in philosophy.

1. Discourse markers. They introduce a topic, move an argument forward, signal comparison and contrast and draw an argument to a close. They can be used at the start of paragraphs as well as in the body of your text. Examples of discourse markers are:

- However
- Moreover
- Furthermore
- Additionally
- Likewise
- Another point is
- Significantly
- Similarly
- Comparatively
- Contrastingly
- Finally
- In conclusion

2. Connective phrases ('lexical bundles'): these are phrases that enable you to analyse and explore philosophical concepts, enabling you to succinctly move through an answer that requires 9 or more marks.

- which suggests that
- which implies that
- the impact of this is
- from which we can infer that
- which conveys that
- which demonstrates that
- which contrasts with

3. Higher level verbs/verb phrases: at primary school you show and tell, but you need to draw on a more sophisticated range of verbs to signal explanation, analysis and evaluation.

- suggests
- implies
- depicts
- illustrates
- denotes
- infer
- emphasizes
- conveys
- explores
- expresses

4. Comparative language: you will need to be able to draw comparisons and contrasts between different philosophical arguments. Effectively used comparative language enables you to do this clearly and fluently

- not only...
- but also;
- in contrast
- whereas

5. When being asked to respond to a particular philosophical standpoint, you need to be able to put forward your own ideas based on the strengths and weaknesses of the arguments already presented. This enables you to “assess” a claim or express “how far you agree with” a particular statement. To help you present in this format, you can use these phrases:

Strength of arguments

- This argument is valid because
- This argument is sound because
- This argument is convincing because ...
- The strengths of this argument are found in.....
- Despite its criticisms, this argument is more compelling because.....

Weaknesses of arguments

- The weakness of this argument is
- This position is not convincing for the following reasons..
- This argument is flawed because
- This argument is not compelling enough because...
- The biggest challenge to this is
- Whilst initially convincing, this argument is less compelling than (other argument) because.
- Whilst initially convincing, this argument is based on a weak analogy
- Whilst plausible, this argument is incomplete for the following reasons.....

7. When presenting an argument that you intend to develop and sustain you must set out at the beginning what your intentions are. When Philosophers write their discourses, they state early on what their position is and you must do the same. In your essay questions (15 marks at AS and 25 marks at A2) you must **signpost** in your introduction and then you must sustain this line of argument throughout. This means that before you have written your response you must be clear and certain about your stance and you must state it clearly before you present your reasoning.

Suggested reading

Epistemology

- Audi, R. *Epistemology: A Contemporary Introduction to Theory of Knowledge*, Routledge 1998: a very accessible, clear, introductory text
- Ayer, A. J. *The Problem of Knowledge*, various editions: a classic of twentieth-century philosophical writing about many of the central problems of epistemology, written in a clear, engaging style
- Carruthers, P. *Human Knowledge and Human Nature*, Oxford University Press 1992: on the origin of concepts and nature of knowledge
- Cole, P. *The Theory of Knowledge*, Hodder & Stoughton 2002: very accessible, but a little thin
- Dancy, J. and Sosa, E. *A Companion to Epistemology*, Blackwell 1997: an excellent encyclopedic reference work with an astonishing amount of useful material about different aspects of the subject
- Hetherington, S. *Epistemology: The Key Thinkers*, Continuum 2012: useful for a number of the anthology texts
- Lehrer, K. *Theory of Knowledge*, 2nd edition, Perseus 2000: another good introduction, which should be accessible to readers who are less familiar with the theory of knowledge
- Martin, R. M. *Epistemology: A Beginner's Guide*, Oneworld Publications 2010
- Nagel, J. *Knowledge: A Very Short Introduction*, Oxford University Press 2014
- O'Brien, D. *An Introduction to the Theory of Knowledge*, Polity 2006
- Pritchard, D. and Neta, R. *Arguing About Knowledge*, Routledge 2008
- Pritchard, D. *What Is This Thing Called Knowledge?*, 3rd edition, Routledge 2013: very engaging read
- Williams, M. *The Problem of Knowledge*, Oxford University Press 2001: an excellent introduction, if a bit less easy than Audi

Philosophy of religion

General introductions

- Clack, B. and Clack, B. *The Philosophy of Religion: A Critical Introduction*, Polity Press 1998
- Davies, B. *An Introduction to the Philosophy of Religion*, 3rd edition, Oxford University Press 2004
- Evans, C. S. *Pocket Dictionary of Apologetics and Philosophy of Religion*, InterVarsity Press 2002
- Hick, J., *Philosophy of Religion*, 4th edition Prentice Hall 1990
- Jackson, R. 'The God of Philosophy', *The Philosopher's Magazine* 2001
- Jones, G. et al. *Philosophy of Religion*, John Murray 2005
- Peterson, M. et al. *Reason and Religious Belief*, 4th edition, Oxford University Press 2012
- Zagzebski, L. *Philosophy of Religion: An Historical Introduction*, Wiley-Blackwell 2007

Collections

- Davies, B. (ed.) *Philosophy of Religion: A Guide to the Subject*, Cassell 1998
- Davies, B. (ed.) *Philosophy of Religion: A Guide and Anthology*, Oxford University Press 2000
- Mitchell, B. (ed.) *The Philosophy of Religion*, Oxford University Press 1971
- Palmer, M. (ed.) *The Philosophy of Religion: A Commentary and Sourcebook*, Lutterworth 2008
- Quinn, P. L. and Taliaferro, C. (ed.) *A Companion to Philosophy of Religion*, Blackwell 1999

More focused topics or approach

- Baggini, J. *Atheism: A Very Short Introduction*, Oxford University Press 2003
- Hughes, G. *Is God to Blame?*, Veritas 2007: on the problem of evil
- Swinburne, R. *The Coherence of Theism*, Clarendon Press 1993
- Timpe, K. *Arguing About Religion*, Routledge 2009
- Vardy, P. *The Puzzle of God*, 3rd edition, Fount 1999

Additional resources

This is an excellent link to the Routledge internet page that gives you links to additional resources.

<http://www.routledgetextbooks.com/textbooks/9781138793934/additionalresources.php>

However, there are additional resources you can use

General

- [The Window: Philosophy on the Internet](#)
- [Philosophy Pages](#)
- [Indiana Philosophy Ontology Project](#): a high-powered taxonomy of philosophy of philosophy on the web
- [Erratic Impact Philosophy](#) research base
- [Philosophy Experiments](#)
- [Philosophy Sites by Topic](#)
- [Big Questions Online](#): from the Templeton Foundation (so with a Christian agenda)
- [Philosophy News](#)
- [History of Western Philosophy: From 1492 to 1776](#)
- [Guide to the World's Philosophers](#)
- [Zeno's Coffee House](#)
- [Pathways to Philosophy](#)
- [World Question Center 2008](#)
- [Philpapers](#): international survey of contemporary philosophers' views
- [Squashed Philosophers](#)

Podcasts, radio and TV

- [Philosophy Bites](#): Podcast of top philosophers on bite-sized topics
- [LearnOutLoud](#): podcasts
- [LearnOutLoud](#): audio books and videos
- [Philosophy Now](#) podcasts
- [The 10-minute Puzzle](#): podcast series from the Northern Institute of Philosophy
- [Pufendorf Lectures](#): podcasts of lectures by some of the best philosophers in the world
- [History of Philosophy podcasts](#): the whole history, no gaps, by Peter Adamson – by summer 2014, from the beginnings to Plotinus
- [Why?](#) radio show
- [Philosophers' Zone](#)
- [Philoso?hy Talk](#) ('the program that questions everything ... except your intelligence')
- [BBC's In Our Time](#)
- [Philosophy TV](#)
- [The Dossier](#): contemporary affairs
- [Does Science Know the Meaning of Life?](#)

Humour

- [The Socrates' Argument Clinic](#)

Philosophical question and answer services

- [Philosophical Answers](#)
- [Ask a Philosopher](#)