

Course
Transition



Bridging the Gap
from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition

Summer Term 2021

A Level R.E. Philosophy & Ethics

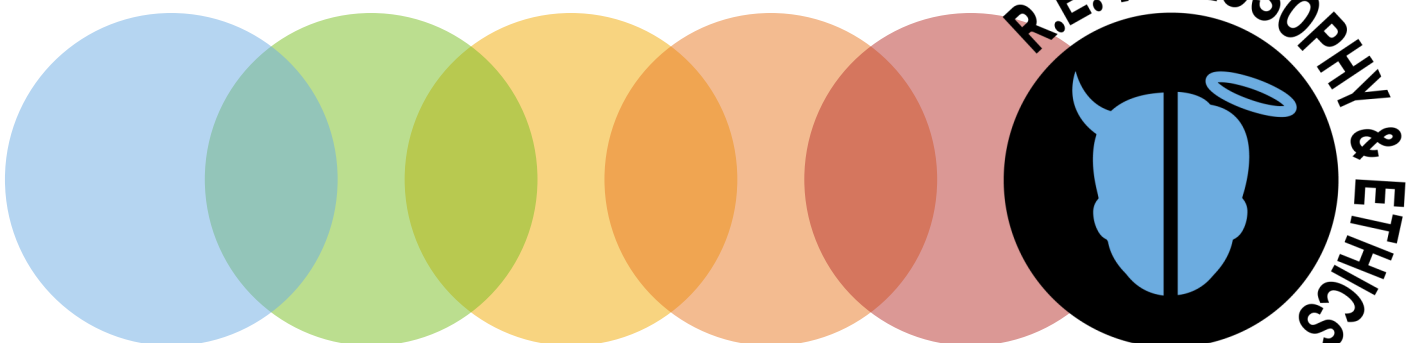












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COURSE OVERVIEW

What do we study?

Religion, Philosophy and Ethics is an academic subject which is well respected by universities. It involves not taking things at face value, arguing and discussing issues which affect us all and researching the works of many famous and world renowned scholars, such as Plato, Socrates and Aristotle. If you enjoy questioning everything that you have been told, debating and discussing, and considering why people hold certain beliefs and ideals then Religion, Philosophy and Ethics is for you.

Religion, Philosophy and Ethics is a course for people who want to think about the world and beliefs rather than just be given answers. You will be encouraged to consider questions about life, the universe and everything and reflect upon the work of some of the greatest thinkers who have ever lived. You will contemplate issues such as the existence of God, the purpose of life, as well as ask questions about some of the most important religious texts. You will develop skills directly transferable to any future academic study, learning to construct critical and analytical essays, discuss complex concepts and reflect upon the thinking of others.

The course focuses on the following three areas:

Philosophy of Religion: The problem of the "soul", the problem of evil and suffering, traditional arguments for the existence of God. A study of philosophers from Plato to Wittgenstein; who/what is "God", can we even talk about "God" considering the limits of our language and our experience?

Religion and Ethics: Ethical Theory; business ethics; euthanasia and debates about right and wrong, good and bad; a comparison of Aristotle and Kant on ethics; the problem of ethical language and medical ethics.

Developments in Christian Thought: Beliefs, teachings and ideas about human life; the world and ultimate reality (original sin, pre-destination); the nature of God; the person of Jesus (was he a social revolutionary? Divine? Liberator?); and Christian moral principles.

Assessment Format

The course is assessed with three exams at the end of Year 13. You will need to write three essays in each exam, with two hours to do so. You will be awarded marks for both how effectively you understand and communicate ideas, as well as how you can construct an argument and evaluate different points of view.

Unit 1: Philosophy of Religion (H573/01) (33%, 2 hour exam)

Unit 2: Religion and Ethics (H573/02) (33%, 2 hour exam)

Unit 3: Developments in Christian Thought (H573/03) (33%, 2 hour exam)

Possible Careers and Higher Education

Degrees in Philosophy, Theology, Law, Religious Studies, Politics, Sociology, Government and Politics, English, Social Anthropology. Careers in Law, Politics, the Church, Social Work, Civil Service, Anthropology, Journalism.



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee along with the student body have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

Course-specific Expectations for Academic Success

- An open mind
- Willingness to ask questions, share your opinions and ideas
- Enthusiasm for learning new ideas
- Openness to having personal beliefs and values challenged
- Strong interest in reading around the subject and learning how to write a great essay



USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.

	DATE	MODULE/CLASS	TOPIC
<h2>CUES (reduce & recall)</h2> <p>.....AIM..... reduce notes to essential ideas to practice recall</p> <p>WRITE SOON AFTER CLASS</p> <p><u>Step 1.</u> Review NOTES column + pull out:</p> <ul style="list-style-type: none">- key words- key concepts- authors- dates- facts <p><u>Step 2.</u> Formulate questions based on your NOTES e.g. what are Pascal's 4 principles of complexity theory?</p> <p><u>Step 3.</u> Write these cues and questions in this column alongside the corresponding NOTES</p>	<h2>NOTES (record)</h2> <p>-----AIM----- record as many key points as possible</p> <p>TAKE DURING CLASS</p> <p>What do I write here?</p> <ul style="list-style-type: none">- key words and ideas- important dates / people / places- diagrams / charts- formulas- examples / case studies- critique - strengths / limitations <p>Top tips</p> <ul style="list-style-type: none">- use bullet points instead of full sentences- use symbols and abbreviations- leave a line between ideas- don't mindlessly copy from the slides or textbook - write in your own words where possible- use a method that works for you. Take notes in a format that you understand so you can make sense of them later.		
<h2>SUMMARY (reflect & review)</h2> <p>-----AIM----- review the main ideas + reflect on their importance</p> <p>WRITTEN AFTER CLASS</p> <p>Briefly summarise the main points from your notes. This section is useful when searching for info later.</p> <p>Think about:</p> <ul style="list-style-type: none">- why is this info important?- what conclusions can I draw?			

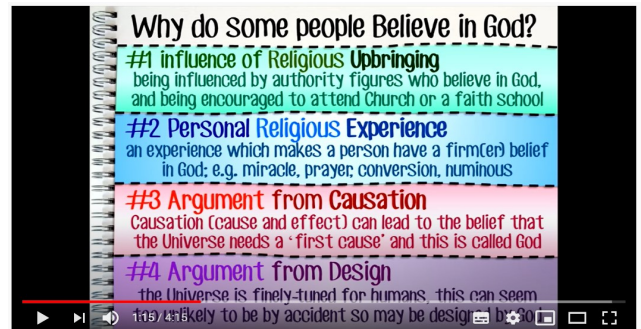


REVIEW / REVISE

While much of the ideas you will be encountering in our Philosophy course will be entirely new to you, there are some areas you will want to revise and review from the GCSE course. Use the videos provided or your own revision materials to recap the following three areas.

1. Arguments for and Against the Existence of God (Theme C: Existence of God)

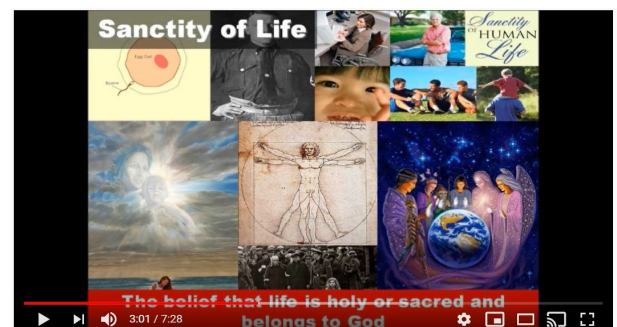
Watch the revision video and summarise what the key arguments are for and against?
Which is the strongest? Why?



<https://www.youtube.com/watch?v=EONcjSCXD2k>

2. Abortion and Euthanasia (Theme B: Religion and Life)

Watch the revision video and summarise what the key arguments are for and against?
Which is the strongest? Why?



<https://www.youtube.com/watch?v=BzIW8A6X2-I>

3. The Nature of God and Problem of Evil (Christian Beliefs)

Watch the revision video and summarise what the nature of God is and why the problem of evil is a challenge to those ideas.



<https://www.youtube.com/watch?v=Sxwh9cY44Fk>



WATCH

Crash Course Philosophy

There are 46 episodes here made by an American Philosopher who presents key concepts in a fun and fast way. Choose 3 or 4 episodes that interest you. We would recommend the first 3 episodes as a good introduction to what you will be learning.

Make notes on:

- Key terms and ideas being presented
- The philosophers who are mentioned and what they thought



<https://www.youtube.com/playlist?>

The Good Place

An excellent Netflix sit-com that presents various philosophical and ethical theories. It is set in the afterlife and revolves around 5 main characters, their relationships with each other and their quest to be good people. Read the Wikipedia page for an overview.

After each episode make notes on the philosophical and ethical theories that are presented.

The inspiration for the show is a play by **Jean-Paul Sartre** called “**No Exit**”. You could watch this on YouTube and read about it to develop your understanding of Existentialism, a well known branch of Philosophy.



TED Talks

These are wonderful talks with plenty to stimulate your questioning and reasoning skills and present a great opportunity to practice your Cornell note-taking. Some favourites are:

- Elizabeth Loftus – How reliable is your memory?
- Dan Gilbert – Why we make bad decisions
- Richard Dawkins – Militant atheism
- Chimamanda Ngozi Adichie – We should all be feminists
- Damon Horowitz – Philosophy in prison

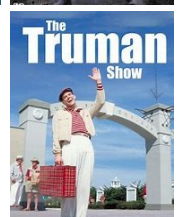


https://www.youtube.com/results?search_query=ted+talks+philosophy+and+ethics

Films: The Matrix, Inception, The Truman Show

All three films explore the question ‘What is reality?’ in slightly different ways. As you watch them ask yourself the following questions:

- How do we know what is real and what isn't?
- Does it matter if we experience something physically or in a dream? Why?
- Is an unhappy but ‘real’ existence better than a happy but ‘fake’ one? Why?





LISTEN TO

The Panpsycast

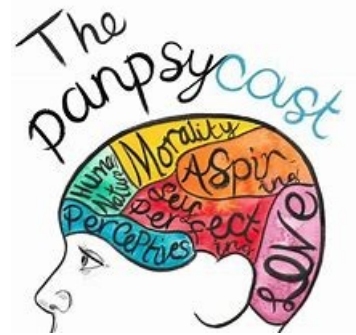
The Panpsycast is an 'informal and informative' philosophy podcast that supports teachers, students, and academics in philosophy.

Over 75,000 people subscribe to The Panpsycast and the show features regularly in the Top Higher Education Podcasts Chart on iTunes.

Listen to Episode 1: Plato's Cave

Listen to Episode 4: Aquinas' Natural Law

Listen to the audiobook chapter 1: The Person of Jesus Christ



For each episode, practise making notes, summarising the points being made. Add a section at the end to give your own conclusions, what you think, what you have agreed with and what you have disagreed with and why.

BBC Radio 4 In Our Time (Philosophy Podcasts)

These are challenging and probably more suited to university level students, but you might like to have a listen. Choose one that interests you.

We would recommend:

- Augustine's Confessions
- Kant's Categorical Imperative
- Plato's Republic
- Zeno's Paradoxes
- Simone de Beauvoir
- Utilitarianism

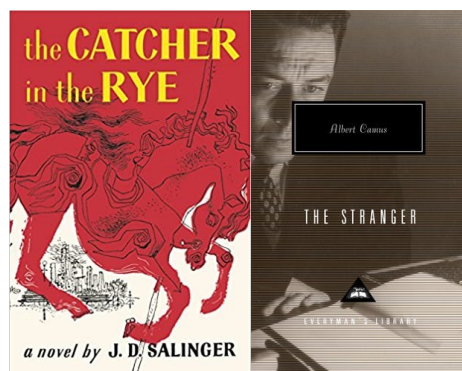


Audio Books: Novels with philosophy themes

There are many excellent books with philosophical themes that you might enjoy. All of these are available as audiobooks should you prefer. For a full list look here: https://www.goodreads.com/list/show/1599.Best_Philosophical_Fiction For audio versions you might want to try Audible.

Our top recommendations would be:

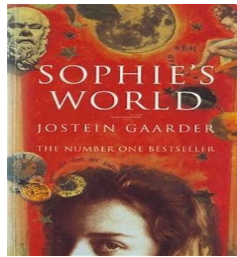
- 1984, George Orwell
- Brave New World, Aldous Huxley
- Metamorphosis, Franz Kafka
- The Catcher in the Rye, JD Salinger
- The Stranger, Albert Camus





READ

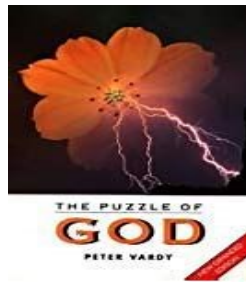
Sophie's World, Jostein Gaarder



A novel that doubles up as a history of Western Philosophy. Read and enjoy!

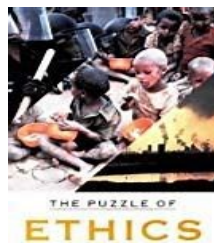
A free version: https://archive.org/details/SophiesWorld_989/page/n1/mode/2up

The Puzzle of God, Peter Vardy



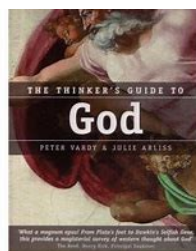
A brilliant overview of nearly everything we will study in Philosophy. It is challenging, but take it slowly and practise making notes.

The Puzzle of Ethics, Peter Vardy



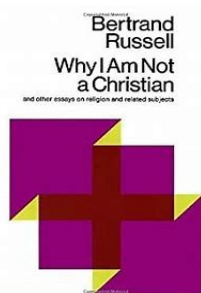
A brilliant overview of nearly everything we will study in Ethics and Philosophy.

The Thinkers Guide to God , Peter Vardy and Julie Arliss



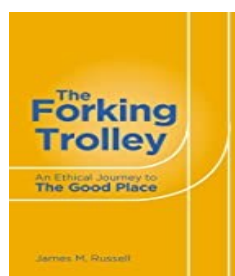
This book is my favourite and if you are only going to get one of these, I recommend this. It has questions at the end of chapters to help focus your reading. Keep a note of your answers. It will all be very useful for the A Level course.

Why I am not a Christian, Bertrand Russell



If you are interested in atheism or agnosticism, this is a great introduction by a very influential Philosopher who we talk about a lot at A Level.

The Forking Trolley: An Ethical Journey to The Good Place, James M Russell



Read this as you watch The Good Place. It will help you understand the genius of The Good Place and how brilliantly it presents difficult philosophical and ethical concepts. The book has questions to answer at the end of each chapter. It is a fantastic introduction to our course, especially Ethics.



RESEARCH

We will study some very influential and famous philosophers and scholars during the A Level course. There is a list below of some of them. Choose 1 or 2 (or choose another Philosopher you are interested in) and research:

- Background information about where they lived, when, find out biographical information
- 2 or 3 main ideas they are famous for
- Quotes, pictures
- What you think about their ideas
- There are some specific questions below to guide your research too

You could use Wikipedia, the Stanford Encyclopaedia of Philosophy, Peped, Logos Online, or another source you prefer.

Socrates, Plato and Aristotle

Who were they and how was the philosophy of Socrates and Plato different to Aristotle's?

Augustine

What were his views about sin and the causes of sin?

Aquinas

How did he argue for the existence of God?

Immanuel Kant

What was his view about how we should make moral decisions?

David Hume

How did he argue against the existence of God?

John Stewart Mill

What was his view about how we should make ethical decisions?

Nietzsche

Find out about his famous quote, "God is dead and we have killed him." What did he mean by this? Do you agree or disagree?

Jean-Paul Sartre

Find out about Existentialism and his famous quote, "Hell is other people." What did he mean by this? Do you agree or disagree?



This painting is known as The School of Athens. Find out as much as you can about the painting and the people in it. Why were they all men?



COMPLETE

You are in no way expected to complete everything in this booklet. Do not worry, that is not the point. This is what we hope you will do:

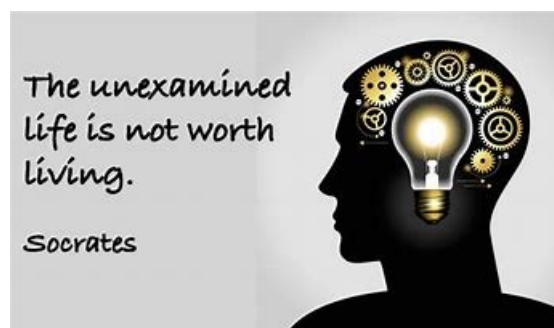
1. Read through the booklet, don't rush, take your time and think about what you read.
2. Highlight or label any activity that interests you or that you would like to do.
3. Find a good time to set aside for completing an activity and get on with it. Try to enjoy it!
4. Keep a copy of what you do and email it to Mr Hill or Mrs Williamson at school, we would love to see and can give you feedback.
5. Repeat numbers 3 and 4 as many times as you like.
6. The Crash Course YouTube video below is also really good. Watch it and answer the questions, email us what you do.

Crash Course
Philosophy #46
What is a Good
Life?



[https://
www.youtube.com/
watch?v=Ra1Dmz-
5HjU&list=PL8dPuu
_aLjXtNgK6MZucdYld
NkMybYIHKR&index
=47](https://www.youtube.com/watch?v=Ra1Dmz-5HjU&list=PL8dPuu_aLjXtNgK6MZucdYldNkMybYIHKR&index=47)

1. What is a good life according to these Philosophers:
Existentialism
Hedonism
Socrates
Aristotle
2. What was Nozick's thought experiment about "The Experience Machine"? Would you take it up? What point was he trying to make?
3. How do we all "do philosophy" everyday?
4. Why do Philosophers make good employees and employers?
5. What do you think is the way to live a good life and



Well done for choosing the best subject! We look forward to seeing you all in September!



APPENDICES / RESOURCES

Exam Board Information

You may like to look at the following:

- The exam board specification, including the mark scheme so you know how you will be assessed. Please [click here](#).
- Sample assessment material. Please [click here](#).
- Question papers, mark schemes and reports. Please [click here](#).
- Examples of essays written by past students—these will be made available to you on SharePoint, once you start the course.

The Peped Website

<https://peped.org/>

This is an amazing website created by Peter Baron who is an expert in our subject and this particular A-Level. You will find:

- Videos and podcasts about how to write essays and about different parts of the course
- Handouts and PowerPoints about the different topics you will be studying
- Exemplar essays

Logos Online

<https://divinityphilosophy.net/>

Similar to Peped, but created by Charlotte Vardy, another expert in our subject and in this particular A Level.

