

Philosophy and Ethics year 11 to year 12 transition work

Preparing for Post 16 Philosophy and Ethics

Dear 11 Students,

During these ever changing and difficult times it is very hard for you all to feel like you know how best to think about your education. With the picture over exam grades yet to be clearly defined at this point it feels better for you all to think about your next steps instead and look to work on preparing for post 16 courses. Most of you will have a good idea about what you intend to study next year and therefore subject leaders for all of the A-Levels we teach at Park High have devised some preparation work that you can work on during the next few weeks.

Philosophy, Ethics and Religion:

In year 12 you will study a range of Philosophy and Ethics units. These include a study and application of different ethical theories such as natural law, utilitarianism. Philosophy units include Plato and Aristotle, Soul, Mind and Body, and Arguments for the existence of God. At this stage though we want you to start with the basics.

Why this work?

Before starting the course it is really useful to have some background knowledge about what Philosophy and Ethics is so the first preparation for sixth form study will focus on this to help you understand how the approaches and ways of thinking in this subject are very different to what you might be used to. You might find that people are using vocabulary that you have never heard and also ideas that you've never come across. Don't worry - remember we will go through all of this when we teach you! We just want you to begin to develop some knowledge and understanding in these areas.

Where should I complete it?

Please complete any notes either on paper or on your computer and save them to bring into school at a later date.

How long will it take?

The work has been divided into weekly tasks. Each week of tasks should take between 2-3 hours.

Philosophy and Ethics year 11 to 12 transition work – week 1: 01.06.20

Task one: What is Philosophy?

➤ Go to the two links below and Summarise the main ideas of each video using subheadings:

1. What is Philosophy (Crash Course)

https://www.youtube.com/watch?v=1A_CAkYt3GY

- Ancient Greek times and the beginning of Philosophy
- What is the world like and Metaphysics
- How we know the answers to questions and Epistemology
- How we should act and Value Theory (Ethics)
- Logic – and reasoning
- The two-step system

2. Theory of Knowledge (Epistemology)

https://www.youtube.com/watch?v=r_Y3utleTPg

- What kinds of things can you know?
 - Comparison of the words 'knowledge' and 'believe'.
 - Confidence as a key feature of knowledge.
 - Judgement needs a good basis to count as knowledge.
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Task two: What is Ethics?

➤ Go to the link below:

3. What is Ethics?

<https://www.youtube.com/watch?v=Rr7U49RPpTs&t=302s>

- Write a list of 10 interesting things you have learnt about ethics. Include new vocabulary.
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Task three: Why study Theology?

➤ Open the link below. Choose one of the videos from the interview series titled:

4. 'Why study theology?'

<https://www.closetotruth.com/series/why-study-theology>

- Which clip have you chosen?

Explain in 15 lines, the main argument from the clip about why to study theology.

Philosophy and Ethics year 11 to 12 transition work – week 2: 08.06.20

Task one: An introduction to Philosophy

‘The Man Who Asked Questions: Socrates and Plato’ by Nigel Warburton, *A Little History of Philosophy*

- Read the information (scanned pages – file 1) from start to finish.
- Write a summary of what philosophy is about – this should be approximately 20 lines.
- Copy and complete the table:

<i>What I have learnt about:</i>	
Socrates	Plato
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

Task two: The Socratic Method

[https://hwcdn.libsyn.com/p/0/9/4/094f2a0c73fbafff/M.M. McCabe on Socratic Method.mp3?c_id=1779479&cs_id=1779479&expiration=1589195421&hwt=fd1da8caaf5890b9dfc245deed20cdbe](https://hwcdn.libsyn.com/p/0/9/4/094f2a0c73fbafff/M.M._McCabe_on_Socratic_Method.mp3?c_id=1779479&cs_id=1779479&expiration=1589195421&hwt=fd1da8caaf5890b9dfc245deed20cdbe)

- Listen to the podcast: **MM McCabe on the ‘Socratic Method** (file 2) which deals with questions about the best ways to do practical ethics and how to behave. As you listen, write a list of possible answers to the questions below.
- a. Who was Socrates?
 - b. How do we know about the life and views of Socrates?
 - c. What is the socratic method? What was Socrates trying to show people through using this method?
 - d. Why was the socratic method controversial to some people?
 - e. What does McCabe think Socrates means when he says ‘the unexamined life is not worth living?’
 - f. What might be the problems with examining all aspects of life?
 - g. Is there something we can learn from Socrates today? Why is questioning and reflecting important?
 - h. Are there any problems? (e.g. with exams, courses).

Philosophy and Ethics year 11 to 12 transition work – week 3: 15.06.20

Task one: What is Ethics?

'What is Ethics'

- Read the information (word document - File 3) from start to finish.
- Summarise each sub-heading in a maximum of 30 words.

Sub-heading	30 word summary
<i>Moral absolutism</i>	
<i>Moral relativism</i>	
<i>Consequentialism</i>	
<i>Non-consequentialism</i>	
<i>Virtue ethics</i>	
<i>Situation ethics</i>	
<i>Ethics and ideology</i>	

Task two: Real World Ethics

James Wilson 'Real World Ethics' [20 minutes]

https://hwcdn.libsyn.com/p/3/5/3/353a0393c3b08eed/James_Wilson_on_Real_World_Ethics.mp3?c_id=52696484&cs_id=52696484&expiration=1585134153&hwt=14fbe132999e47a16eadc71efd13f114

- Listen to the podcast: **Real World Ethics** (File 4) which deals with questions about different methods of practical ethics and working out how to behave. As you listen, write a list of possible answers to the questions below.
- What are thought experiments? (Give an example). What is Wilson's view on the use of thought experiments?
 - What is meant by real world ethics?
 - How are real world problems different from thought experiments?
 - Why does context matter when thinking about ethical issues (according to Wilson)?
 - Aside from thought experiments, what other techniques or tools could be used to help make ethical decisions?
 - What does Wilson think about the use of principles in ethics? (strengths/weaknesses)

Philosophy and Ethics year 11 to 12 transition work – week 4: 22.06.20

Task one: Key Scholar Research

In Philosophy and Ethics, you will be introduced to many scholars to support arguments you make in your essays.

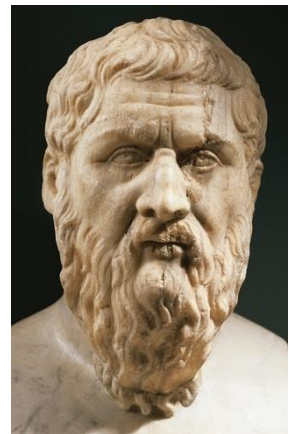
- You are going to create a biography of three of the scholars listed below. Each biography should be one side of A4 and can include a maximum of two small pictures (see below for size).

As part of your biography, you should include responses to the following questions:

- When were they alive?
- What key books did they write?
- What key issues did they write about?
- Are there any key quotes?
- Do you find their work convincing?

Potential scholars for your biographies:

- Plato
- Aristotle
- St Augustine
- St Thomas Aquinas
- Richard Swinburne
- Mary Daly
- Joseph Fletcher
- Jeremy Bentham



- **Make sure that you include a list of the sources you used when putting your biography together**

Task two: Critical analysis

As you will have noticed from the list above, most of the scholars we study are male. Write a paragraph explain reasons why this is the case.

Task three: Feminism

- Listen to the following Ted Talk from author **Chimamanda Ngozi Adichie**.

https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=en

- List at least five reasons why we should all be feminists.
- Which of your reasons do you think is the most convincing / persuasive? Explain why.

Philosophy and Ethics year 11 to year 12 transition work

Philosophy and Ethics year 11 to 12 transition work – week 5: 29.06.20

Task one: Key Language

- Research the following terms and write an explanation linked to Philosophy and Ethics. You might want to start by reading the scanned pages (file 5 and file 6) for assistance.

TERM	EXPLANATION
LOGIC	
EPISTEMOLOGY	
METAPHYSICS	
ETHICS	
VALIDITY	
SYLLOGISM	
MAJOR PREMISE	
MINOR PREMISE	
A PRIORI	
A POSTERIORI	
SENSE EXPERIENCE	
PREDICATE	
TAUTOLOGY	
EMPIRICISM	
COSMOLOGICAL	
ONTOLOGICAL	
TELEOLOGICAL	
LOGICAL FALLACY	
TRANSCENDENTAL LEAP	
ANALYTIC STATEMENT	
SYNTHETIC STATEMENT	
NORMATIVE ETHICS	
APPLIED ETHICS	
META-ETHICS	
EMOTIVISM	
SUBJECTIVISM	
DIVINE COMMAND THEORY	
NATURAL LAW	
EXISTENTIALISM	
TELEOLOGICAL THEORIES	
DEONTOLOGICAL THEORIES	
RELATIVIST THEORIES	

Philosophy and Ethics year 11 to 12 transition work – week 6: 06.07.20

Task: Making a Case

Philosophy and Ethics at A level will require you to make judgements about issues.

Create a for and against case for three of the following issues, one from each component:

Task one: Being a philosopher

➤ **Component one: Philosophy of Religion**

God does not exist.

Or

There is an afterlife.

Task two: Being an ethicist

➤ **Component two: Religion and Ethics**

Active euthanasia should be legal.

Or

The role of a business is just to make a profit.

Task three: Being a theologian

➤ **Component three: Developments in Christian Thought**

Jesus really was the Son of God.

Or

The Bible is the direct word of God.

This will require you to write at least two paragraphs. (approximately $\frac{3}{4}$ to 1 full typed A4 page – but you can always write more!)

If possible, try to include evidence or scholars to support the points you make.

Below is a sample paragraph not in response to any of the above statements.

Some would argue that all people do indeed go to heaven when they die. This is because of the belief that God is benevolent, all loving. In the Bible it states that 'God is love. Whoever lives in love lives in God, and God in them.' This clearly shows that because God is benevolent His love would mean that no-one would ever go to hell when they die. Furthermore, many people would question why God would punish someone forever if He is meant to be all-loving. On the other hand, many people would argue that not all people go to heaven as some people, like Hitler, would not deserve to go there. Heaven is a place for the sinless and therefore would not make sense if Hitler went there. Additionally, many Christians would argue that faith is really important, why should all people go to heaven, they need to believe in Jesus to be able to go there which is a fundamental Christian belief.

Philosophy and Ethics year 11 to 12 transition work – week 7: 13.07.20

Task one: Consolidation of knowledge - Article

- You are writing a letter for Park Life – the school's magazine about the importance of Religion, Philosophy and Ethics.
 - Think about your audience – the magazine is read by all students in the school: year 7 all the way to year 13. However, the magazine has a wider readership including teachers, parents and visitors to the school.
 - Consider the language you would use – how can you make your article challenging yet accessible?

Key points to include:

- Definitions of religion, philosophy and ethics
- Names and theories of at least three key thinkers. You can select from the list below, or you can research your own:
 - Plato
 - Aristotle
 - St Augustine
 - St Thomas Aquinas
 - Richard Swinburne
 - Mary Daly
 - Joseph Fletcher
 - Jeremy Bentham
- Skills that can be developed from studying religion, philosophy and ethics to a higher level and how these transferable skills could be of use to you in the future.
- The importance of studying religion, philosophy and ethics when there has been a rise in acts of discrimination and intolerance around the world. (include specific examples)

Online sources

The following online sources might be of use, but of course, feel free to conduct your own research:

- www.philosophybites.com
- www.rsrevision.com
- www.peped.prg
- www.bbc.co.uk/religion
- www.bbc.co.uk/ethics
- www.alevelphilosophy.co.uk
- www.utilitarianism.com
- www.allaboutphilosophy.org
- www.philosophypages.com

Final points

- **Your article should be 500 words not including any titles or headings. You can include pictures.**