

Welcome to Philosophy, Ethics and Religion

This is an exciting and thought-provoking course providing you with an opportunity to consider some fundamental questions of life.

In this pack you will gain an understanding about what the course entails, how the course is assessed and it also includes an induction task which needs to be completed for your first Philosophy, Ethics and Religion lesson.

The Induction Tasks aim to help you to develop some of the skills required to successfully study at A Level and help start the process of moving away from GCSE responses onto the more developed reasoned and evidence-based responses of most Post 16 courses.

There is a big jump in most subjects and the aim of these induction tasks and the first few weeks of the course are to help you to make that jump.

Specification Summary

Paper 1 Philosophy of Religion	Paper 2 Religion and Ethics paper	Paper 4 Study of Religion (Islam)
Philosophical issues Nature & Influence of religious experience Problem of evil and suffering Language Philosophers Influences and developments	Significant concepts in issues and debates Utilitarianism, situation ethics and natural moral law War & Peace and Sexual Ethics Ethical Language Ethical Theory (including comparison of 2 scholars) Medical ethics	Religious beliefs, values and teachings Sources of wisdom and authority Practices that shape and express religious identity Social and Historical developments Comparative study of two scholars Religion and Society
2 hour exam 33.3% of Qualification	2 hour exam 33.3% of Qualification	2 hour exam 33.3% of Qualification

You can expect your Philosophy and Religion teachers to-

- Plan your lessons to give you the best chance of performing well in your exams and coursework
- Be on time for lessons
- Set you regular tasks to monitor how you are progressing in this subject
- Mark your work and give you feedback about how you can improve
- Be available on an appointment basis to give additional help and support
- Talk to your other teachers in this subject to discuss your progress
- Report any concerns to the Head of Science/ Sixth Form or your form tutor

Your Philosophy and Religion teachers expect you to-

- Organise your lesson notes and homework into a folder
- Bring your folder and relevant text books to every lesson
- Hand in assignments on time
- Attend all lessons, if you are going to be absent for a trip or appointment, inform your teacher beforehand
- Arrive to lessons promptly and in the right frame of mind to work
- Prepare yourself for regular 'exam style' assessments
- Spend at least 3 hour per week doing additional research
- Participate fully in class discussions



Ethics Induction Task

One of the ways that humans are different to animals is that humans can make moral decisions. Humans have a moral dimension.

- How do humans decide what is right and what is wrong, what is good and what is bad?

To study ethics seriously you must be prepared to examine your views critically and be open to a range of ideas. It may challenge your own convictions, or at least require you to reevaluate them.

Consider the following-

- Your mother comes home with an appalling hat and asks you what you think. She is clearly delighted with her purchase. Do you tell her the truth? Why?
- You're close to a breakthrough with a new medical treatment, but to complete your work you must carry out some particularly slow and painful experiments on animals. What do you do? Why?
- The parents of a car crash victim allow their son's body to be used for transplants, but only if the parts go to white patients. Do you action their condition? Why?
- What questions do these dilemmas raise?

What do we mean when we say that something is good?

Our moral sense of good refers to actions, consequences, situations, people, characters, choices and lifestyles. Different philosophers explain 'good' in many ways. Good can mean-

- ❖ In accordance with God's will
- ❖ Following moral rules
- ❖ Doing your duty
- ❖ Becoming a virtuous person
- ❖ Things you like



George Edward Moore on Good-

Moore taught that there is a difference between good things and goodness itself. An action may be good because it is a generous action, but good isn't being generous.

Plato on Good-

Plato held that 'good' is an absolute that does not change depending on circumstance. Plato held that human nature preferred good to evil.



Your task

Using the information provided, and your own additional research, produce your own definition of 'good'. In your answer you must consider whether a good action is always a good action irrespective of the motive or the outcome. You must also make reference to the definition of Moore and Plato and examine whether they would agree with your definition. Your answer must be at least one side of A4.

Websites for research

General

<http://www.ethicalstudies.co.uk/>

For further information on G.E. Moore

http://en.wikipedia.org/wiki/G._E._Moore

<http://www.iep.utm.edu/e/ethics.htm>

For further information on Plato

http://en.wikipedia.org/wiki/Plato's_metaphor_of_the_sun

<http://www.mnstate.edu/gracyk/courses/web%20publishing/IntroToPlato.htm>

Philosophy Induction Task

Source 1 March 1st 1950

All 15 choir members arrived 10 minutes late for their choir practice. This was fortunate as at 7.25 there was a large gas explosion and the building was completely destroyed. Their individual reasons for being late were not extraordinary and there was no hint of a supernatural occurrence. They had never all been late before, however, were late when it was needed for their survival. The probability of them all being late is less than 1 in 16 million. People have described this as a miracle.



Source 2 October 16th 2009

A mother watched in horror as her baby fell in front of a speeding train when its pushchair rolled off a station platform. Amazingly the baby not only survived, but only suffered minor bruises in the incident in Melbourne, Australia. CCTV footage show how the mother briefly lets go of the pushchair which rolls away from her and onto the train tracks - seconds later it is struck by an incoming train. Luckily the driver of the train had seen the pushchair falling and slammed on the breaks. This combined with the fact the train was already slowing as it entered the station reduced the impact.

Source 3 Jesus Heals a Paralytic

When Jesus again entered Capernaum, the people heard that he had come home. So many gathered that there was no room left, not even outside the door, and he preached the word to them. Some men came, bringing to him a paralytic, carried by four of them. Since they could not get him to Jesus because of the crowd, they made an opening in the roof above Jesus and, after digging through it, lowered the mat the paralyzed man was lying on. When Jesus saw their faith, he said to the paralytic, "Son, your sins are forgiven." ...He said to the paralytic, "I tell you, get up, take your mat and go home." He got up, took his mat and walked out in full view of them all. This amazed everyone and they praised God, saying, "We have never seen anything like this!"



Source 4 R.F. Holland states...

"A coincidence can be taken religiously as a sign and be called a miracle." Holland argues that an event that some people claim to be a coincidence can be called a miracle. He suggests that a religiously significant coincidence may qualify as a miracle. What makes an event a miracle, if it is, is its significance, which is given at least in part by its being an apparent response to a human need.

Source 5 Aquinas

"Those things must properly be called miraculous which are done by divine power apart from order generally followed in things."

Aquinas argues that miracles are caused by God and affect the natural order of the world. He goes further and classifies 3 type of miracles-

- 1) something done by God that nature could never achieve
- 2) something that nature could do but not in the order as God can (in a miracle)
- 3) something that nature can do but in this instance caused by God e.g. rain

Your tasks

Remember to look at the assessment criteria when completing the tasks. Every sentence matters, make sure that everything you write highlights your understanding of the subject and the skills that you possess.



- 1) Read through the Sources
- 2) Is there a similarity between the miracle's in case study 1 and 2?
- 3) What are differences between case studies 1 and 2 and 3?
- 4) Why would some argue that 3 is a miracle? [clue- who it was performed by]
- 5) Look up the definition of a coincidence. Which of the case studies would you argue are coincidences rather than miracles?
- 6) What are the differences between Holland and Aquinas' understandings of a miracle?
- 7) 'A miracle is just an amazing coincidence, nothing more.'
Discuss this statement, using Holland and Aquinas' ideas in your answer.
Write at least one side of A4.

Religion Induction Task

The study of the religion of Islam starts with understanding the main beliefs this religion holds. The fundamental belief in God is the basis of all Islamic beliefs. Islam means 'submission to God' and being Muslim means understanding and accepting what God has revealed (*shown*) about Himself, humans, and what life is.

The key Islamic beliefs about God include:

- A: He is the One God
- B: Nothing is like Him
- C: He is the Creator of everything
- D: There is nothing else worthy of worship besides God
- E: He is the beginning and end of everything
- F: He is all-powerful, all-knowing and all-merciful
- G: Only He is capable of granting life to anything
- H: He has revealed (*shown*) Himself and His will to humans



Your Task

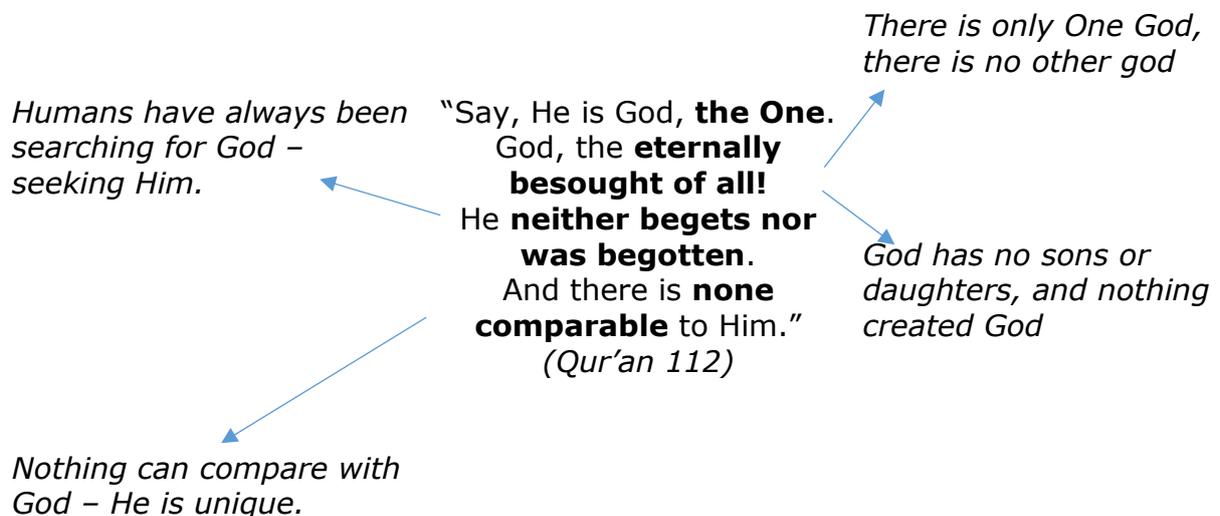
Islamic Beliefs about 'God'

- * **What or who is 'God'?**
- * **What is 'God' like?**

You will have just two minutes to:

- **present what you discover from one or more of these quotations**
 - **explain what the quotation(s) means to a believer**
- Read through the quotations (below) from the Qur'an (*the Islamic scripture of God's revelations*).
 - Using underlining or highlighting, select the important parts of the quotation to show a key belief(s)

Look at the example below to help you.



Quotations to use:

1. "God has not chosen any son, nor is there any god along with Him; else each god would have surely championed that which he created, and some of them would have overcome others."

(Qur'an 23)

2. "It is God who splits the grain and the date stone. He brings forth the living from the dead; He brings forth the dead too from the living. . .

He splits the sky into dawn, and has made the night for repose. . ."

(Qur'an 6)

3. "To Him belong all creatures in the heavens and on earth; even those who are in his very presence are not too proud to serve Him, nor are they ever weary."

(Qur'an 21)

4. "And of His signs is the creation of the heavens and the earth and the variety of your tongues and hues, surely there are signs in this for people who have knowledge."

(Qur'an 30)

Assessment Criteria

You will be assessed of the following areas of knowledge and understanding-

- Ability to use religious language- it's time to remember and spell the long words correctly e.g. benevolent rather than loving.
- Contribution of philosophers to the argument- do not think you can pass off a philosophers viewpoint as your own, there are far too famous to plagiarise!
- Relationship between miracles and human experience- use quotations, examples and include evidence.

You will also be assessed on the following skills-

- Evaluation- are you able to weigh up the different arguments in a rational and logical way?
- Analysis- can you look at what is written and explain and judge its relevance?
- Communication- can you write your responses in logical way which follows an argument from beginning to end?
- Thinking- philosophy touches parts of the brain other courses fail to reach, you will develop your ability to think and reflect upon different arguments.

Grade	Assessment descriptor
E	A narrow range of knowledge, specialist language and terminology are selected but are unlikely to be used appropriately or accurately (AO1). Judgements are supported by generalised arguments (AO2).
C	A range of knowledge, specialist language and terminology are selected, most of which are used appropriately with some inaccuracies (AO1). Judgements of a limited range of elements in the question are made (AO2).
A	A wide range of knowledge, specialist language and terminology are carefully selected and used appropriately, accurately and sustained throughout (AO1). Constructs coherent and reasoned judgements of a full range of elements of the question (AO2).

