



What is Philosophy?

Induction Task



Objectives



To define philosophy.



To encourage students to engage in philosophical discussion.



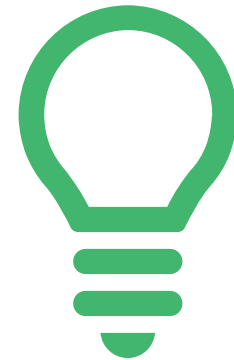
To introduce a priori and a posteriori knowledge and to reflect on the strengths and weaknesses of each.



Reading Task: Philosophy and its methods



Read the chapter that introduces philosophy and its methods.



Highlight the main ideas that are expressed.

Written Tasks

- What is the definition of Philosophy?
- Write a summary for the following areas:
 - a) Logic
 - b) Epistemology
 - c) Metaphysics
- Explain the following (try to give an example to fully show your understanding):
 - a) The difference between a priori and a posterior knowledge
 - b) The difference between validity and truth
 - c) The difference between knowledge and belief
 - d) The problem of induction

Your thoughts...

What type of knowledge do you prefer (a priori or a posteriori)? Why? Does an argument need **both** types of knowledge to be convincing? Why?

Would you say that arguments for the existence of God are a priori or a posteriori? Why?

What about those arguments that are presented against God's existence?

Can you think of time when you or others have been guilty of **induction**?

Extension Task: research and find out an example of an argument that is presented for or against the existence of God. Who are the main theologians/scholars? What knowledge do they present? Are you convinced by this?

(Note you have been introduced to some of these earlier in school so could use these as starting points: The Design Argument, The Inconsistent Triad).

Research Task: Key Philosophers

Use the following websites as a starting place to source information to create a fact-file on at least 3 of the philosophers and how they argue about the concept of God's existence or lack of existence below:

<https://www.britannica.com/>

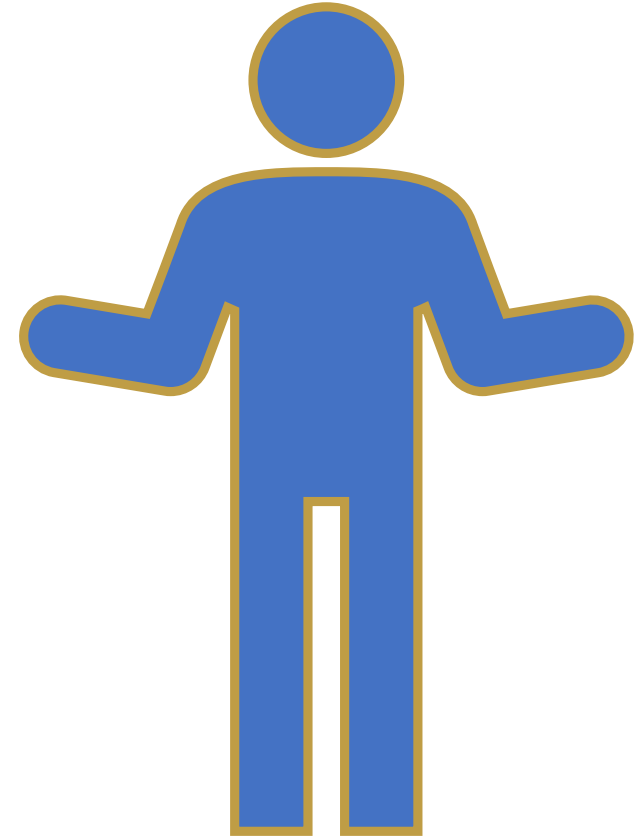
<https://plato.stanford.edu/>

- Plato
- Aristotle
- Rene Descartes
- St Thomas Aquinas
- David Hume
- Bertrand Russell

Extension: You may choose to look at one of their many arguments linked to the existence of God - what knowledge do they prefer?

Reflection

- Out of the scholars you researched who's argument did you prefer and why?



Starter Essay Response

- Look at one of the titles on the **sample question and guidance page** of the chapter.
- Plan and answer your chosen question.
- Use the PACE structure that you have used at GCSE to give your answer structure. Email your essay to Mrs Witchard.

PACE Structure:

At A Level we use the PACE structure for each paragraph of our essays, this enables students to score the AO1 (knowledge and understanding marks) and the AO2 (Evaluation marks) in each paragraph they write.



At A Level there are 16 marks for AO1 and 24 for AO2 so you need to ensure you spend enough time exploring what makes an argument strong.

PACE Structure:



Point - Who (Scholar) and What they are arguing.



Analysis - Why are they arguing this? What is their evidence? Where does their knowledge come from?



Critique - How and why is the argument and evidence strong and convincing? Do any other scholars agree with them?



Evaluation - What do you think about what they have argued and why?