

# Year 13 – Philosophy

## Assessment Criteria –

- AS OCR Philosophy of Religion OCR

## Autumn term

### The nature or attributes of God:

Learners should have the opportunity to discuss issues related to developments in the understanding of the nature of God and the different possibilities presented by the key thinkers, including:

- whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes
- whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time
- whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will
- whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation

### Religious language: Negative, Analogical or Symbolic:

Learners should have the opportunity to discuss issues related to different views of religious language, including:

- comparison of the usefulness of the above approaches to religious language
- whether or not the apophatic way enables effective understanding of theological discussion
- whether or not Aquinas' analogical approaches support effective expression of language about God
- whether or not religious discourse is comprehensible if religious language is understood as symbolic

## Summer Term

### Twentieth century perspectives and philosophical comparisons:

Learners should have the opportunity to discuss issues related to different views of religious language, including:

- whether or not any version of the verification principle successfully renders religious language as meaningless
- whether or not any participant in the falsification symposium presented a convincing approach to the understanding of religious language
- a comparison of the ideas of Aquinas and Wittgenstein, including:
  - o whether a cognitive approach (such as Aquinas's thinking on analogy) or a non-cognitive approach (such as the language games concept of Wittgenstein) present better ways of making sense of religious language
  - o the influence of non-cognitive approaches on the interpretation of religious texts
  - o how far Aquinas' analogical view of theological language remains valuable in philosophy of religion

- 100% Examination sat at the end of Year 13
- 2 hour exam
- The student will choose 3 from the 4 available questions

**Curriculum Map / Areas of Study -**

- Students will study Philosophy, Ethics and Development in Christian Thought for 5 hours each week