



Year 12 Syllabus in a nutshell

IB CHEMISTRY





Year 12 Syllabus in a nutshell – IB PRE

Topic Tick List

SL Normative Ethics:

<u>Topic</u>	<u>Tick if confident</u>
Absolutism vs Relativism	
Teleology vs Deontology (Utilitarianism vs Kantianism)	
Natural Law (Aquinas)	
Ethical Egoism vs Altruism (Hobbs/Rand/Nietzsche vs Christian Ethics)	
Virtue Ethics (Aristotle, MacIntyre, Anscombe)	

SL Applied Ethics

<u>Topic</u>	<u>Tick if confident</u>
Cognitivism vs Non-cognitivism	
Intuitionism, Emotivism, Prescriptivism	
G.E. Moor, A.J. Ayer, R.M. Hare	

SL Metaethics

<u>Topic</u>	<u>Tick if confident</u>
Environmental Ethics (including deep ecology, shallow ecology, the Gaia Hypothesis, and Christian ethics)	
Biomedical Ethics (including genetic engineering, cloning, stem cell research, abortion, euthanasia)	

SL Core

<u>Topic</u>	<u>Tick if confident</u>
Personal identity over time (Locke vs Thomas reed; Hume vs Kant)	
Free will and Determinism (Sartre/Libertarians vs Spinoza/Henderich/Locke/Darrow)	
Human Nature/Purpose (Existentialism vs Aquinas)	
Mind Body Dualism (Descartes vs Logical Behaviourists/Functionalism/Identity Theory)	
<i>Beginning...</i> Personhood: Animals/Humans/Robots	



HL Political Philosophy

<u>Topic</u>	<u>Tick if confident</u>
Defining the core political concepts of Nation State	
Key concepts of sovereignty, Power, Authority & corruption	
Civic Duties – the obligations, if any, citizens have to their nation state	
Social Contract Theory - Hobbs, Locke, Rousseau	
Forms of Government – Democracy (multiparty democracy and one-party democracy)	
Forms of Government - Alternatives to Democracy (Oligarchy, Monarchy, Authoritarian and totalitarian rule, Tribalism, Theocracy)	
Political ideologies - Liberalism	
Political ideologies - Socialism	
Political ideologies - Conservatism	
Political ideologies – Anarchism (including the concept of revolution)	
Issues of Human Rights - Are human rights inalienable?	
Issues of Human Rights - Can non humans have human rights?	
Issues of Human Rights - Natural rights and legal rights (Link to Natural Law)	
Issues of Human Rights - Conflicts of rights & denials of rights	
Universal Declaration of Human Rights (1948) and Declaration of Human Duties and Responsibilities (1998)	



Skills Tick List

What should my (e)file look like?

<u>Checklist</u>	<u>Tick if complete</u>
Detailed class notes per topic	
'Philossary' (key words) clearly listed (and used!) per topic	
An essay per topic	
Additional reading per topic	

What should I be able to do by the end of my L6th?

<u>Objective</u>	<u>Tick if able</u>
Take on board constructive feedback from my essays and incorporate this into my next piece of work	
Understand that a Philosophy essay is a vehicle for making an argument, not telling a story	
Contribute to class discussions without being called upon (be a participant)	
Understand that essays take a WEEK and plan accordingly	
Devote an appropriate amount of time to reading AROUND & OUTSIDE of the topic we are in	
Feeling increasingly confident with timed essays (although this is a work in progress)	
Take detailed notes from my teacher and my classmates WITHOUT being prompted	
Be familiar with, and use, the mark scheme	
Know precisely what I need to do for each paper of the course covered so far, and understand the difference emphases between papers	

Who should I am to *be* by the end of my L6th?

<u>Objective</u>	<u>Tick if true</u>
An engaged and active member of all class discussions	
Interested in the world around me and thirsty for more!	
A student who priorities thinking independently over rote learning, and begins to grasp the nature of an IB Philosophy essay	
A student who recognises that my voice matters, and consequently, feels EMPOWERED!	
A student who readily accepts the amount of work and effort needed to be a successful IB Philosopher, and someone who is prepared to step up to the mark	
An individual who nurtures their natural curiosity and continues to ask the WHY questions	
An individual who is increasingly comfortable with the grey areas of life, and who is ready to embrace nuance	
A person who values the perspectives of others and who listens with empathy	
A student who is receptive to feedback and eager to improve	



What if I can't tick off these bullet points?

- Take ownership of my own learning and work to add to my files/understanding in the topics I am 'light' on.
- Take ownership of my own learning and make an appointment with my teacher.