



# Year 9 Syllabus in a nutshell

Non-Examined PRE





## Year 9 Syllabus in a nutshell – Non-Examined PRE

**Who am I?**

<b><u>Topic</u></b>	<b><u>Objective</u></b>	<b><u>Tick if confident</u></b>
Who am I?	<p>To consider the following questions:</p> <ul style="list-style-type: none"> <li>- Personal identity</li> <li>- Enduring self</li> <li>- Continuity over time</li> <li>- The social 'you', and the private 'you'</li> <li>- To explore key thought experiments such as 'Theseus' ship' and 'The Mission to Mars'</li> </ul> <p>To read and annotate an extract from the book 'Sophie's world' to explore what it is that makes me 'me'.</p>	
Theories of the soul	<p>To explore the following in order to understand the question surrounding mind-body dualism, and whether we possess an intrinsic essence:</p> <ul style="list-style-type: none"> <li>- Monism (Aristotle) + (Richard Dawkins on memes)</li> <li>- Dualism (Plato/Descartes)</li> <li>- Hindu/Buddhist concepts of Soul</li> <li>- Christian concept of the soul</li> <li>- Life after death</li> <li>- NDE's as proof of an enduring self/soul</li> </ul>	

**Who were they? (Ancient Philosophical Influences)**

<b><u>Topic</u></b>	<b><u>Objective</u></b>	<b><u>Tick if confident</u></b>
Socrates	<p>To consider the teachings and influence of Socrates through the following:</p> <ul style="list-style-type: none"> <li>- Reading an extract of the book 'Sophie's world'</li> <li>- Examining 'Socratic dialogue' as a means to learning, in opposition to rote learning</li> </ul>	
Plato	<p>To consider the teachings and influence of Plato through the following:</p> <ul style="list-style-type: none"> <li>- Plato's teaching on the world of the forms, and purpose and role of the philosopher through an examination of the analogy of the cave</li> <li>- To explore how the film 'The matrix' can help us better understand Plato's cave analogy</li> </ul>	
Descartes	<p>To consider the teachings and influence of Descartes through the following:</p> <ul style="list-style-type: none"> <li>- The role of radical doubt in acquiring knowledge</li> <li>- The limits of empiricism through a look at optical illusions</li> <li>- The 'Brain in a vat/Evil Demon' thought experiment</li> <li>- Understanding Descartes famous 'I think therefore I am' statement</li> </ul>	
Philosopher Project	To research a philosopher of your choice, and present your findings to the class.	



### Who should I live? (Introduction to Ethics)

<b>Topic</b>	<b>Objective</b>	<b>Tick if confident</b>
What is Goodness?	Explore the following: <ul style="list-style-type: none"> <li>- Why do we believe we should be good?</li> <li>- Where does 'good' and 'bad' come from?</li> <li>- The Ring of Gyges</li> <li>- Moral Absolutism vs Cultural Relativism, via a consideration of whether slavery was always wrong</li> </ul>	
Utilitarianism	Explore the following: <ul style="list-style-type: none"> <li>- Bentham's utilitarianism &amp; the hedonic calculus.</li> <li>- The Trolley Problem</li> <li>- Teleology – should our moral decisions be based on a consideration of the consequences along?</li> <li>- Mill's Rule Utilitarianism and the 'Trolley problem + the fat man'</li> </ul>	
Kantianism	To explore the following: <ul style="list-style-type: none"> <li>- The Axe Murderer thought experiment</li> <li>- The Categorical imperative (and how they are different to hypothetical imperatives)</li> <li>- Why people should not be treated as a means to an end</li> <li>- Deontology - can we claim that we have moral duties to perform?</li> </ul> Absolutism -	

### Introduction to world religions

<b>Topic</b>	<b>Objective</b>	<b>Tick if confident</b>
<b>Core Christian Beliefs</b>		
The Nature of God and the Problem of Evil	To understand how God is traditionally understood as Omnipotent, Omnibenevolent and Omniscient, and the issues this creates in light of the suffering we experience. To consider the following: <ul style="list-style-type: none"> <li>- The Inconsistent Triad</li> <li>- Moral vs Natural Evil</li> <li>- The Free Will Theodicy</li> <li>- The Soul-Making Theodicy</li> </ul>	
The Trinity	To understand how God's nature is understood within the Trinitarian Godhead of the Father, the Son, and the Holy Spirit. To consider the following: <ul style="list-style-type: none"> <li>- How these 3 persons of the trinity are unified, and yet each express a different aspect of God</li> <li>- To explore how the trinity is expressed within a piece of artwork</li> </ul>	
The Atonement	To understand how Jesus is said to have achieved atonement through his salvation on the cross. To consider the following: <ul style="list-style-type: none"> <li>- Why there was a need for atonement</li> <li>- History and significance of sacrifice in the Old Testament</li> <li>- The different theories of atonement</li> <li>- To understand why it was 'necessary' for Jesus to die</li> </ul>	



	<ul style="list-style-type: none"> <li>- To apply understanding of the atonement to a creative piece of work; e.g. Essay, artwork, poem etc.</li> </ul>	
<b>Core Buddhist Beliefs</b>		
The life of the Buddha	<p>To understand the Buddha's early life, including</p> <ul style="list-style-type: none"> <li>- Key moments in his life</li> <li>- His life as a Prince and the impact this had on his understanding of suffering and the 'middle way'</li> <li>- The 4 sights</li> <li>- How the Buddha became enlightened.</li> </ul>	
The Indian Context	<p>To understand the context of India in which the Buddha grew up, and how this affected his outlook on life, and his beliefs:</p> <ul style="list-style-type: none"> <li>- The poverty and suffering that was widespread in India</li> <li>- The concepts of Karma and Reincarnation</li> <li>- Hindu beliefs and the Brahmin caste</li> </ul>	
The Eightfold Path	<p>To understand the guidelines set out for how to live the 'middle way', as outlined within the 8fold path:</p> <ul style="list-style-type: none"> <li>- Know what each of the 8 paths are</li> <li>- Understand how they are separated into 3 sections; wisdom, morality and mind</li> <li>- What the 8fold means in real life e.g. what kinds of jobs does it permit/forbid</li> <li>- How it leads to the creation of good/bad karma</li> </ul>	