



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

General Certificate of Education

Philosophy 5171/6171 2009

Material accompanying this Specification

- Specimen and Past Papers and Mark Schemes
- Reports on the Examination
- A Teacher's Guide

SPECIFICATION

This specification will be published annually on the AQA Website (www.aqa.org.uk). If there are any changes to the specification centres will be notified in print as well as on the Website. The version on the Website is the definitive version of the specification.

| Vertical black lines indicate a significant change or addition to the specification published for 2008.

In the Spring Term before the start of the course, details of any year-specific information such as set tests, theme/topics, will be notified to centres in print and on the Website.

Further copies of this specification booklet are available from:

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Background Information

1

Advanced Subsidiary and Advanced Level Specifications

1.1 Advanced Subsidiary (AS)

Advanced Subsidiary courses were introduced in September 2000. They may be used in one of two ways:

- as a final qualification, allowing candidates to broaden their studies and to defer decisions about specialism;
- as the first half (50%) of an Advanced Level qualification, which must be completed before an Advanced Level award can be made.

Advanced Subsidiary is designed to provide an appropriate assessment of knowledge, understanding and skills expected of candidates who have completed the first half of a full Advanced Level qualification. The level of demand of the AS examination is that expected of candidates half-way through a full A Level course of study.

1.2 Advanced Level (AS+A2)

The Advanced Level examination is in two parts:

- Advanced Subsidiary (AS) – 50% of the total award;
- a second examination, called A2 – 50% of the total award.

Most Advanced Subsidiary and Advanced Level courses are modular. The AS comprises three teaching and learning modules and the A2 comprises a further three teaching and learning modules. Each teaching and learning module is normally assessed through an associated assessment unit. The specification gives details of the relationship between the modules and assessment units.

With the two-part design of Advanced Level courses, centres may devise an assessment schedule to meet their own and candidates' needs. For example:

- assessment units may be taken at stages throughout the course, at the end of each year or at the end of the total course;
- AS may be completed at the end of one year and A2 by the end of the second year;
- AS and A2 may be completed at the end of the same year.

Details of the availability of the assessment units for each specification are provided in Section 3.

2

Specification at a Glance

Philosophy

AS Examination 5171	
Unit 1	
1 hour	33.3 % of the total AS marks 16.6 % of the total A Level marks
One structured question on Theory of Knowledge	
Unit 2	
1 hour	33.3 % of the total AS marks 16.6 % of the total A Level marks
One structured question chosen from the following themes: Moral Philosophy or Philosophy of Religion	
Unit 3	
1 hour	33.3 % of the total AS marks 16.6 % of the total A Level marks
One structured extract question chosen from: Plato's <i>"The Republic"</i> Descartes' <i>"Meditations"</i> Marx & Engels' <i>"The German Ideology"</i> Sartre's <i>"Existentialism & Humanism"</i>	
+	
A2 Examination 6171	
Unit 4	
1 hour	15 % of the total A Level marks
One structured question chosen from: Philosophy of Mind; Political Philosophy; or Philosophy of Science	
Unit 5	
1 hour	15 % of the total A Level marks
One structured extract question chosen from the following texts: <i>Aristotle's "Nicomachean Ethics"</i> <i>Hume's "An Enquiry Concerning Human Understanding"</i> <i>Mill's "On Liberty"</i> <i>Nietzsche's "Beyond Good and Evil"</i> <i>Russell's "The Problems of Philosophy"</i> <i>Ayer's "Language, Truth and Logic"</i>	
Synoptic Study Unit 6	
Up to 4 hours	20 % of the total A Level marks
One extended essay, researched in advance (individually and/or in groups) then written up (individually) in supervised class periods which total <i>up to</i> 4 hours in duration.	

Advanced Subsidiary Award	←
5171	

Advanced Award	←
6171	

3

Availability of Assessment Units and Entry Details

3.1 Availability of Assessment Units

Examinations based on this specification are available as follows:

	Availability of Units		Availability of Qualification	
	AS	A2	AS	Advanced
June	1, 2 and 3	4, 5 and 6	✓	✓
January	×	×	×	×

Re-sit opportunities for externally assessed A2 units will be available in January 2010. Details of the arrangements have been provided to centres through the JCQ notice '[Withdrawal of Curriculum 2000 Specifications](#)'.

3.2 Sequencing of Units

Unit 6 is the synoptic assessment of the whole Advanced GCE course, testing candidates' understanding of connections between different elements of Philosophy. It requires candidates to produce an extended essay during the spring term of the final year of the course. Therefore, in Philosophy, it is recommended that Unit 6 is taken after the teaching of Modules 1 to 5 is complete.

3.3 Entry Codes

Normal entry requirements apply, but the following information should be noted.

The following unit entry codes should be used:

AS	A2
Unit 1 - <i>PLY1</i>	Unit 4 - <i>PLY4</i>
Unit 2 - <i>PLY2</i>	Unit 5 - <i>PLY5</i>
Unit 3 - <i>PLY3</i>	Unit 6 - <i>PLY6</i>

The **Subject Code** for entry to the AS only award is *5171*.

The **Subject Code** for entry to the Advanced Level award is *6171*.

3.4 Classification Codes

There are no prohibited combinations.

Every specification is assigned to a national classification code indicating the subject area to which it belongs.

Centres should be aware that candidates who enter for more than one GCE qualification with the same classification code will have only one grade (the highest) counted for the purpose of the School and College Performance Tables.

The classification code for this specification is 4790.

3.5 Private Candidates

This specification is only available to private candidates where they attend an AQA centre which will supervise and authenticate the synoptic unit (*PLY6*) or, if they have already received a result for the synoptic unit which has not been 'used up' in a subject award, the synoptic unit result may be carried forward if other units are being retaken. Private candidates should write to AQA for a copy of '[Supplementary Guidance for Private Candidates](#)'.

3.6 Access Arrangements and Special Consideration

AQA pays due regard to the provisions of the Disability Discrimination Act 1995 in its administration of this specification.

Arrangements may be made to enable candidates with disabilities or other difficulties to access the assessment. An example of an access arrangement is the production of a Braille paper for a candidate with a visual impairment. Special consideration may be requested for candidates whose work has been affected by illness or other exceptional circumstances.

Further details can be found in the Joint Council for Qualifications (JCQ) document:

Access Arrangements and Special Consideration

Regulations and Guidance Relating to Candidates who are Eligible for Adjustments in Examination

GCE, AEA, VCE, GCSE, GNVQ, Entry Level & Key Skills

This document can be viewed via the AQA web site (www.aqa.org.uk)

Applications for access arrangements and special consideration should be submitted to AQA by the Examinations Officer at the centre.

3.7 Language of Examinations

All assessment units in this subject are provided in English only.

Scheme of Assessment

4

Introduction

This GCE Philosophy specification complies with:

- the GCSE, GCE, GNVQ and AEA Code of Practice April 2007
- the GCE Advanced Subsidiary and Advanced level Qualification Specific Criteria
- the Arrangements for the Statutory Regulation of External Qualifications in England, Wales and Northern Ireland; Common Criteria.

A course of study based on this specification will enable students to gain a thorough grounding in key philosophical concepts, themes, texts and techniques. They will develop their abilities to analyse and assess philosophical writings and to reason, form their own judgements, express themselves coherently and to contribute to the process of debate. An Advanced Subsidiary or full A Level course in Philosophy will equip students with a set of transferable skills which can be applied successfully not only to Philosophy but also to other academic subjects and any written theories and arguments they encounter in their everyday lives.

This specification recognises that students mature during a two year course of study. The Advanced Subsidiary emphasises the importance of first acquiring understanding of some fundamental philosophical concepts in Module 1 (Theory of Knowledge). Students then go on to consider issues in Module 2 which are central to human existence (either Moral Philosophy or Philosophy of Religion) and one important philosophical set text in Module 3.

The second half of the A Level course expects a more mature approach to Philosophy and deeper engagement with a philosophical theme (Module 4) and a philosophical text (Module 5). Greater emphasis is placed on the interconnectedness of issues and on evaluation. The final module (Module 6: Synoptic Study) provides students with the opportunity to marshal the skills and knowledge they have acquired so far by undertaking a researched extended essay which explores links between texts and themes.

This specification concerns Philosophy in the western tradition. It does not include Philosophy from eastern cultures, which is covered by the AQA Advanced Subsidiary and Advanced GCE specification in Religious Studies.

Prior level of attainment and recommended prior learning

No particular background in terms of specific subjects studied at GCSE is expected or required and no prior knowledge of Philosophy is necessary for candidates to undertake a course of study based on this specification.

Rationale

This specification lays an appropriate foundation for further study of Philosophy or related subjects in higher education. It provides a worthwhile course for candidates of various ages and from diverse backgrounds in terms of general education and lifelong learning.

5

Aims

An Advanced Subsidiary or Advanced Level course based on this specification should enable candidates to:

- a. gain knowledge and understanding of Philosophy through consideration of some important philosophical issues and approaches to problems;
- b. develop a rigorous approach, both critical and constructive, to the study of Philosophy and the nature of argument;
- c. develop a set of transferable intellectual skills - including comprehension, interpretation, analysis and evaluation - which will facilitate the development of independent thinking, based on critical examination of evidence and rational argumentation, and which will be applicable in the study of other academic subjects and in reflection on other important aspects of human experience;
- d. practise and enhance their abilities to construct, develop and maintain clear and coherent argument.

6

Assessment Objectives

Candidates are required to demonstrate the following Assessment Objectives in the context of the content and skills prescribed in both the AS and A Level. Progression from the AS to the A2 is reflected in the different balance, or weighting, of the Assessment Objectives (see Sections 7 and 8).

6.1 Knowledge and Understanding A01

Candidates should demonstrate relevant knowledge and understanding of:

- a. a range of issues arising in the **themes** selected for study, showing awareness of debates which are central to the theme, of some important positions developed within these debates and of the nature of arguments employed;
- b. the **texts** selected for study, showing awareness of the philosopher's purpose, the development of ideas and concepts within the text and the nature of arguments employed in the text.

6.2 Selection and Application A02

Candidates should demonstrate the ability to identify, select and appropriately apply information, ideas, concepts and relevant examples employed in:

- a. the development of argument and counter-argument within the **themes** selected for study;
- b. the development of positions adopted within the **texts** selected for study.

6.3 Interpretation and Evaluation A03

Candidates should demonstrate the ability to interpret, analyse and evaluate philosophical argument, showing awareness of the applications and limits of reason, while making reasoned judgements, supported by illustrative examples where appropriate, concerning:

- a. the intelligibility and success of arguments employed to support positions adopted within the **themes** selected for study;
- b. the intelligibility and success of arguments employed within the **texts** selected for study.

6.4 Quality of Written Communication

The quality of written communication is assessed in all assessment units where candidates are required to produce extended written material. Candidates will be assessed according to their ability to:

- select and use a form and style of writing appropriate to purpose and complex subject matter;
- organise relevant information clearly and coherently, using specialist vocabulary when appropriate;
- ensure text is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

The assessment of the quality of written communication is closely linked to (and, to some extent, inherent in) the assessment of all of the Assessment Objectives. As such, it does not receive a separate weighting, but permeates the assessment criteria at all levels.

7

Scheme of Assessment – Advanced Subsidiary (AS)

7.1 Assessment Units

Unit 1	Written Unit	1 hour
33.3% of the total AS marks	45 marks	

Theory of Knowledge

This section comprises **one** structured question from a choice of two and assesses Module 1 of the AS Subject Content.

Unit 2	Written Unit	1 hour
33.3% of the total AS marks	45 marks	

This section requires candidates to answer **one** structured question from a choice of four and assesses Module 2 of the AS Subject Content.

Unit 3	Written Unit	1 hour
33.3% of the total AS marks	45 marks	

This section requires candidates to answer **one** structured (partly stimulus response) question from a choice of four and assesses Module 3 of the AS Subject Content.

7.2 Weighting of Assessment Objectives for AS

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

Assessment Objectives	Unit Weightings (%)			Overall Weighting of AOs (%)
	1	2	3	
Knowledge and Understanding (AO1)	13.33	13.33	13.33	40
Selection and Application (AO2)	13.33	13.33	13.33	40
Interpretation and Evaluation (AO3)	6.66	6.66	6.66	20
Overall Weighting of Units (%)	33.33	33.33	33.33	100

The assessment of Quality of Written Communication does not have a discrete weighting but permeates the marking criteria for all of the Assessment Objectives. Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

8

Scheme of Assessment – Advanced Level (AS+A2)

The Scheme of Assessment has a modular structure. The A Level award comprises six compulsory assessment units: three from the AS Scheme of Assessment and three from the A2 Scheme of Assessment.

8.1 AS Assessment Units

Unit 1 16.6 % of the total A Level marks	Written Unit 45 marks	1 hour
Unit 2 16.6 % of the total A Level marks	Written Unit 45 marks	1 hour
Unit 3 16.6 % of the total A Level marks	Written Unit 45 marks	1 hour

8.2 A2 Assessment Units

Unit 4 15 % of the total A Level marks	Written Unit 50 marks	1 hour
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This section requires candidates to answer **one** structured question from a choice of six and assesses Module 4 of the A2 Subject Content.

Unit 5 15 % of the total A Level marks	Written Unit 50 marks	1 hour
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This section requires candidates to answer **one** structured (partly stimulus response) question from a choice of six and assesses Module 5 of the A2 Subject Content.

Unit 6 20 % of the total A Level marks	Extended Essay 60 marks	Up to 4 hours
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This externally-assessed unit requires candidates to produce **one** extended essay, of approximately 3000 to 4000 words, during supervised class periods which total *up to* 4 hours in duration. It assesses Module 6 of the A2 Subject Content, the Synoptic Study.

8.3 Synoptic Assessment

The Advanced Subsidiary and Advanced Level Criteria state that A Level specifications must include synoptic assessment (representing at least 20% of the total A Level marks). All the marks for Unit 6 are allocated to synoptic assessment, accounting for 20% of the total A Level. This unit assesses candidates' understanding of the connections between different elements of Philosophy. Full details of the assessment are included in Section 15 of this specification.

8.4 Weighting of Assessment Objectives for A Level

The approximate relationship between the relative percentage weighting of the Assessment Objectives (AOs) and the overall Scheme of Assessment is shown in the following table.

A Level Assessment Units (AS + A2)

Assessment Objectives	Unit Weightings (%)						Overall Weighting of AOs (%)
	1	2	3	4	5	6	
Knowledge and Understanding (AO1)	6.66	6.66	6.66	5.10	4.80	3.33	33.23
Selection and Application (AO2)	6.66	6.66	6.66	5.10	4.80	6.66	36.56
Interpretation and Evaluation (AO3)	3.33	3.33	3.33	4.80	5.40	10	30.19
Overall Weighting of Units (%)	16.66	16.66	16.66	15	15	20	100

Candidates' marks for each assessment unit are scaled to achieve the correct weightings.

Subject Content

9

Summary of Subject Content

9.1 AS Modules

MODULE 1

Theory of Knowledge

MODULE 2

One theme chosen from:
Moral Philosophy
Philosophy of Religion

MODULE 3

One text chosen from:
Plato's *"The Republic"*
Descartes' *"Meditations"*
Marx & Engels' *"The German Ideology"*
Sartre's *"Existentialism & Humanism"*

9.2 A2 Modules

MODULE 4

One theme chosen from:
Philosophy of Mind
Political Philosophy
Philosophy of Science

MODULE 5

One text chosen from:
Aristotle's *"Nicomachean Ethics"*
Hume's *"An Enquiry Concerning Human Understanding"*
Mill's *"On Liberty"*
Nietzsche's *"Beyond Good and Evil"*
Russell's *"The Problems of Philosophy"*
Ayer's *"Language, Truth and Logic"*

MODULE 6

Synoptic Study

Either assess the relative contributions of two Philosophers to a major debate, **or** assess the impact of one Philosopher on the development of ideas within a philosophical theme.

AS Module 1

Since this module requires candidates to explore philosophical issues and problems within a thematic framework not limited by specific textual boundaries, there are no set texts for this module. Candidates may refer to relevant material from any philosophical text, including those specified in Module 3 and 5 or recommended in the reading list.

10.1 Theory of Knowledge

Empiricism and Rationalism

What do we know? How do we know it? The nature and extent of our knowledge are fundamental issues in Philosophy and this theme raises questions concerning our right to the beliefs that we have, how we acquire them and whether we can take them to be knowledge.

Can reason and/or experience provide adequate basis for a systematic account of human knowledge? This section raises epistemological questions concerning sources and types of knowledge.

- Rationalism. Reason as the source of our knowledge, as justification for our beliefs and as the source of our conceptual apparatus. *A priori* knowledge.
- Empiricism. Experience as the source of our knowledge of concepts and propositions, and the means by which we justify our beliefs. *A posteriori* knowledge.
- The limitations of each: scepticism concerning the nature and extent of empirical and rational knowledge.

Knowledge and Justification

How can we justify our beliefs? What role does certainty have, measured against utility, probability, reasonableness, coherence and explanatory power in the justification of knowledge?

- Believing-that and Knowing-that: evidence and degrees of justification.
- Reliabilism, coherence and foundationalism as grounds of justification: the problem of an infinite regress.
- The tripartite definition of knowledge: truth, belief and justification. Problems in the application of this definition.

Knowledge and Scepticism

What is distinctive about philosophical doubt? What is the role of doubt in the search for knowledge?

- The difference between ordinary doubt and philosophical doubt.
- Scepticism concerning knowledge and belief. The extent of scepticism, whether global scepticism is possible.
- Sceptical arguments concerning our perceptual knowledge: arguments from illusion, deception, dreaming.

Knowledge of the External World

Do we experience the external world directly? Or is our experience mediated? This section raises epistemological questions about theories of perception.

- Realism: naive realism and representative realism. Whether our experience of the world is direct or mediated by subjective representations (sense-data) of the external world.
- Idealism: that which is immediately perceived are ideas, which exist only in the mind.
- Phenomenalism: whether physical object statements can be analysed in terms of statements describing sensory experience.

AS Module 2

The options available in this module, as part of the first year of the course, are intended to introduce candidates to the type of issues which give rise to philosophical concerns, questions and argumentation. The options selected are more accessible than those available in the second year of the course and there is less emphasis on the interconnectedness of concepts, theories and debates.

Since this module requires candidates to explore philosophical issues and problems within a thematic framework not limited by specific textual boundaries, there are no set texts for this module. However, candidates may refer to relevant material from any philosophical text, including those specified in Module 3 and 5 or recommended in the reading list.

Select **one** of 11.1 or 11.2.

11.1 Moral Philosophy

What is ‘the good for man’? Which ideals and ends should we pursue and why? What makes our actions right or wrong? Is there anything that we should value, even if we don’t? What do we mean when we say that something ought or ought not to be done? Are there any moral truths or are there simply our tastes and preferences? This theme raises questions concerning our moral concepts and beliefs.

Normative Ethics

Can ‘first principles’ governing what is right, what we ought to do or how we ought to live, be successfully established?

- Deontological views: certain acts are right or wrong in themselves, our awareness of what is right and our duty to act rightly is given by divine command or reason.
- Utilitarianism: acts are right or wrong to the extent that they maximise pleasures or minimise suffering. Positive, negative and preference utilitarianism. Ideal and hedonistic utilitarianism. Act and rule utilitarianism.
- Virtue theory: the focus on how we should live, the cultivation of virtues and flourishing.

Practical Ethics

Concepts and theories gained in the study of normative ethics should also be useful in addressing issues in this section. Issues concern when, if ever, and why it is permissible to kill.

- Euthanasia: voluntary, involuntary and non-voluntary; active and passive. When, if at all, is euthanasia justified?
- Abortion: what is the moral status of the foetus, and how is demarcation between fertilised egg, foetus, infant and adult possible? On what grounds, if any, is abortion permissible?
- Animal Rights: on what grounds, if any, should non-human animals be included in our moral thinking and with what consequences?

Meta-ethics: cognitivism

Are there any moral facts, or moral objects? Are moral judgements true or false in relation to an objective moral reality? How are such moral facts known?

- Intuitionism: goodness and rightness are not understandable in terms of natural properties but are metaphysically real and intuited.
- Moral realism: moral, and other (e.g. aesthetic) value claims correspond to, and describe, objective properties.
- Associated problems. The is-ought gap and attempts to bridge it. The link between (external) moral values and action. Whether moral disputes can be resolved by appeals to fact. The existence of moral relativism.

Meta-ethics:
Non-Cognitivism

This section deals with those positions that are sceptical about moral facts, moral objects or properties and moral absolutism: rather, we are the source of moral (and other) values.

- Emotivism: moral judgements are expressive of emotions and preferences and are intended to affect the feelings of others.
- Prescriptivism: moral judgements express rational, and universalizable, commendations and guide actions.
- Associated problems. Is value given by the form rather than the content of judgements? Can anything be valued? The (supposed) normative implications of scepticism about moral truths: nihilism, tolerance, relativism. Can we speak of moral progress?

11.2 Philosophy of Religion

Is there a God? This is a question almost all of us pose at some point and this theme raises questions concerning religious concepts and claims, the rationality of belief in God, whether God's existence can be demonstrated and the implications of God's existence.

The Meaning and
Justification of Religious
Concepts

Can a coherent account be given of what it means to say that there is a God? Are conceptions of God, and of the properties of God, coherent?

- Conceptions of God: as personal, ideal mind, omnipresent, creator and sustainer of all possible universes, transcendent, perfectly good, omniscient and omnipotent. Whether these attributes can be expressed and combined in an intelligible and coherent way.
- The nature of religious language. What does religious language express and how are religious claims to be understood and/or confirmed?

Arguments for the Existence
of God

Can religious belief be supported by argument? How successful are philosophical arguments for the existence of God?

- The cosmological argument: an argument from the fact of the universe to God as the explanation of its occurrence.
- The teleological argument: an argument from order and design to God as the explanation of order and design.
- The ontological argument: an a priori argument establishing God's necessary existence from analysis of conceptual truths.
- The argument from religious experience: an argument from the widespread occurrence of religious experiences, supposedly with a common phenomenological core, to the existence of God.

Faith, Reason and Belief

How is faith to be understood? Is it merely belief without warrant? Is it a special state of mind? What is the relationship between faith, evidence and knowledge?

- Is it rational to believe in God? Pascal's wager.
- Is religious belief 'basic'? For example, is it properly adopted without justification, e.g. through religious experience as non-inferential cognition analogous to sense?
- Fideism: faith as opposed to reason and involving commitment, trust, 'a leap in the dark' is necessary in order to attain a greater good.

The Implications of God's Existence

This section raises questions concerning apparent contradictions between divine attributes and features of the world and whether the grounds for rejecting theistic paradoxes are stronger than the grounds for retaining them.

- The problem of evil: how is God's omnipotence and goodness to be reconciled with the existence of evil?
- Miracles: what would constitute a miracle and what conclusions should be drawn from the occurrence of miraculous events? How, and why, does God intervene in the universe?
- Morality: could God's will be the sole ground of our moral duties?

12

AS Module 3

This module requires candidates to become thoroughly acquainted with one of the following philosophical set texts. In the examination, an emphasis will be placed on knowledge and understanding of the Topics of Study specified below. These lists are not exhaustive but will form the basis of the examination content.

Candidates will be required to demonstrate critical awareness of the content, structure and use of different forms of argument in an extract from their chosen text in part (a) of the examination question.

Select **one** of 12.1, 12.2, 12.3 or 12.4.

-
- | | |
|---|--|
| <p>12.1 Plato
The Republic
Book V, 474c to Book VII, 521b.
Penguin Classics
ISBN 0-14-044914-0</p> | <p>The theory of Forms; metaphysical, ethical and epistemological implications. Knowledge, belief and ignorance - reasons for making these distinctions. The natural qualities of the Philosopher, his love of truth, his fitness to rule. The status of Philosophers, simile of the ship. Critique of (Athenian) democracy, similes of the ship and the beast. Plato's account of the Good, the Form of the Good and its relation to other Forms. The similes of the Sun, the Cave and the Divided Line. The relation of the Good to Knowledge - ethical implications.</p> |
| <p>12.2 Descartes
Meditations
Meditations I, II, III, V and VI
Penguin Classics
ISBN 0-14-044206-5
Trans by F E Sutcliffe
or
ISBN 0-14-044701-6
Trans by Desmond M Clarke
<i>NB: AQA will use the Sutcliffe translation for the text extract in the examination</i></p> | <p>Sceptical doubt and its use in the quest for certainty. The waves of doubt - applications of the method. The possibility of total deception. Absolute certainty of the <i>cogito</i> and its implications. Arguments for distinguishing mind and body. The essential natures of mind and body, the wax example and its purposes. The role of the imagination. The proof of material things. Descartes' rationalism - the role of clear and distinct ideas. Trademark argument. The ontological argument. The role of God in Descartes' system. The relation of mind and body; independence and the intermingling thesis.</p> |
| <p>12.3 Marx and Engels
The German Ideology
Part 1, selections from Parts 2 and 3, Theses on Feuerbach
Lawrence and Wishart
ISBN 0-85315-217-9</p> | <p>The critique of the Young Hegelians, philosophical accusations made against them. Methodology of Historical materialism. What Marx and Engels mean by 'materialism', the concept of 'praxis'. The significance of the division of labour and its historical development - its relation to alienation. The forms of alienation and the possibility of its abolition. The concept of 'Ideology' and its material base, its nature. The inevitability of class conflict and its place in Marx's theory. Revolution and the emergence of the Communist society. The critique of essentialist notions of human nature: the implicit 'ethic' of emancipation; liberation and positive freedom. Scientific status of Marx's account.</p> |
-

12.4 Sartre
Existentialism and Humanism
Methuen
ISBN 0-413-31300-X

The claim that existence precedes essence with illustrative example. The implication for morality. The nature of human reality in contrast with that of material objects. God and human nature, the rejection of determinism. Freedom, choice and responsibility. Sartre's use of universalization. Relation of choice to value. Why man's situation gives rise to abandonment, anguish and despair - the existentialist meaning of these terms. Subjectivism and the *cogito*, intersubjectivity. Authenticity and self-deception (bad faith), the possibility of moral criticism. The criticisms laid against existentialism, the responses.

13

A2 Module 4 Themes

As in Modules 1 and 2, this module requires candidates to explore philosophical issues and problems within a thematic framework not limited by specific textual boundaries. Again, candidates may refer to relevant material from any philosophical text, including those specified in Module 3 and 5 or recommended in the reading list.

The options available in this module, as part of the second year of the course, extend a candidates' introduction to Philosophy in three ways: firstly, these options are less immediately accessible; secondly, more emphasis is placed on the interconnectedness of issues; and, thirdly, more emphasis is placed in the examination on Assessment Objective 3: Interpretation and Evaluation.

Select **one** of 13.1, 13.2 or 13.3.

13.1 Philosophy of Mind

Dualism maintains that mind and matter are two distinct entities, materialism maintains that there is only matter. This theme raises both metaphysical and epistemological issues. What is the mind? What is its place in nature? What is the relationship between mentality and physicality? How can mind be known? Theories relevant to these questions, *and* their interconnectedness, provide the basis for philosophical reflection in this theme.

Approaches to Mentality and the Nature of Mind

- The criteria for distinguishing mental states from physical states and the adequacy of these criteria: immediate, privileged and infallible access; qualia, feelings, images and sensations; intentionality, beliefs and aims.
- Theories concerning the nature of mind: substance and property dualism; materialist theories including behaviourism, identity theory, eliminative materialism, functionalism and biological naturalism.
- Polarities and tensions between these approaches, particularly those concerning subjectivity and naturalism: areas of overlap and compatibility.

The Mind and Body Problem

- The problem of explaining the relationship between mentality and physicality. Is mentality dependent upon but distinct from the physical? Or is mentality physical?
- How dualist and materialist theories conceive the relationship between mind and body and how they explain, or explain away, the problem of mental causation.
- The utility, or otherwise, of consciousness as an explanatory concept. Can consciousness be reduced or dispensed with?

Knowledge of Self and Self-Consciousness

- Introspection as a source of knowledge: privacy and certainty, immediate and infallible accessibility.
- Can we begin from our own case? What role can conscious, conceived as private and subjective, experience have in explanations of the meaning of mental terms? How do we learn to self-ascribe? Could we be language users?

Knowledge of Others	<ul style="list-style-type: none"> • Solipsism and the problem of other minds. The inaccessibility of others and the issue of the evidential criteria necessary for the ascription of mental states to others. • Do some machines satisfy these criteria? • Attempts to solve the problem, including arguments from analogy, behaviour-disposition accounts and criteriological arguments.
Persons	<ul style="list-style-type: none"> • What is a person? The properties and powers necessary for selfhood. • The problem of personal identity through time. Criteria for personal identity: bodily continuity, psychological continuity.

13.2 Political Philosophy

This theme raises philosophical questions concerning how human well-being can be advanced or hindered by the organisation of society and political structures: descriptive and normative issues concern the constitutive institutions and values necessary in order that a political community can function appropriately and in order that its citizens should flourish. Political ideologies, their approaches to freedom, law and authority *and* the interconnectedness of these concepts provide the basis for philosophical analysis in this theme.

Political Ideologies	<ul style="list-style-type: none"> • Theories of the relationship between the state, society and the individual, including the left-right spectrum, versions of socialism, liberalism and conservatism, and others such as anarchism. • Their uses of key concepts including, state, society, power, authority, coercion, obligation, consent, autonomy, freedom, rights, law, justice, punishment, welfare, the common good. • Polarities and tensions between these concepts.
Freedom	<ul style="list-style-type: none"> • Concepts of freedom: negative freedom, freedom from constraint and interference; positive freedom, freedom to act and achieve; the relationship between these concepts. • The notion of rights: what rights, if any, apart from those provided by laws, do individuals have? Theories of how rights are grounded and problems concerning their extent and application. • How may conflicts between the interests of individuals, social utility and distributive justice be resolved.
Law	<ul style="list-style-type: none"> • Issues concerning the principles underpinning law; the scope and role of law in relation to individual liberty, social order and cohesion and ideology. • The relationship between law, justice and morality; the concepts of just and unjust laws; under what conditions, if any, may individuals violate the law and which forms of disobedience are permissible? • The justification of punishment: retribution, deterrence, protection, rehabilitation and reform.
Authority	<ul style="list-style-type: none"> • The nature, basis and forms of authority: the relationship between authority, power and legitimacy. • The extent and limitation of obedience to the State and whether obligations are grounded in duty, covenant, contract, consent or coercion. • Problems concerning how to reconcile political authority with autonomy: under what conditions, if any, may authority be challenged and opposed? What becomes of authority if it is resisted?

The State

- What is the basis and purpose of the state? How should the state be constituted in order that its aims may be met?

13.3 Philosophy of Science

This theme raises philosophical questions concerning the nature of scientific theorising and scientific practice: issues concern how to describe scientific method and the nature of scientific development, the justification of scientific knowledge and the aims of science, the objectivity of science *and* the interconnectedness of these issues.

Scientific Method

- The role of observation, experiment and measurement in the formation of generalisations, theories and scientific fields.
- Inductive reasoning, the problem of induction and attempted solutions.
- Deductive reasoning, the hypothetico-deductive method.

The Nature of Scientific Development

- Convergence, the development and revelation of truths. Reductionism.
- Falsification, conjecture and refutation. The role of refuted theories.
- Scientific revolutions, normal science, paradigms and paradigm-shifts. Incommensurable theories and relativism.

Scientific Knowledge and the Aims of Science

- Realist and instrumentalist views of scientific theories about unobservable entities.
- Disputes concerning causation: whether scientific laws describe necessity or constant conjunction and whether either conforms to experience.
- Theoretical and practical aims: truth, simplicity, coherence, explanation, prediction and action.

The Objectivity of Science

- Problems concerning observation and categorisation: views that observations are theory-laden and that most low-level generalisations are false.
- Problems concerning methodology: experimentation as a social and creative activity and the experimental report as an idealisation. The view that progress is made when conventional methodologies are ignored.
- Problems concerning what is researched: the impact of internal and external influences on what is researched.

Natural and Social Science

- The similarities and differences, with regard to questions concerning methodology, theory-formation, confirmation, explanation and objectivity, between natural science and social science.

A2 Module 5

Texts

As in Module 3, candidates are required to become thoroughly acquainted with **one** of the following philosophical set texts. Unlike Module 3, however, this module requires a deeper engagement with the text. Candidates are expected to grapple with the Topics of Study in a more mature way. This is reflected in a greater emphasis in the examination on Assessment Objective 3: Interpretation and Evaluation.

Candidates will be required to demonstrate critical awareness of the content, structure and use of argument in an extract from their chosen text in part (a) of the examination question. In addition, candidates will be expected to provide criticisms of, and/or counter-arguments to, the reasoning and/or conclusions in the extract.

Select **one** of 14.1, 14.2, 14.3, 14.4, 14.5 or 14.6.

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| <p>14.1 Aristotle
<i>Nicomachean Ethics</i>
Books I, II, III 1109b30 to 1115a4, VI and X
Penguin Classics
ISBN 0-14-044055-0</p> | <p>The nature of ‘eudaimonia’ and how the term should be understood. Aristotle’s concept of ‘function’ and its application to man - implications for moral goodness. Aristotle’s conception of goodness and his rejection of the Form of the Good. The nature and acquisition of moral virtue and the role of habit. The doctrine of the mean and its application to virtues and vices. Relativistic interpretations. The intellectual virtues: practical and theoretical wisdom. The nature of voluntary action (voluntary, involuntary and non-voluntary) and its relation to moral responsibility - implications for praise and blame. Aristotle’s account of pleasure and its relation to goodness. The life of contemplation and what Aristotle means by ‘contemplation’. Contemplation and Eudaimonia.</p> |
| <p>14.2 Hume
<i>An Enquiry Concerning Human Understanding</i>
Sections II to VIII
Oxford University Press
ISBN 0-19-875248-2</p> | <p>The relation between impressions and ideas; what Hume means by these terms. The principles of association and what they are intended to explain. The distinction between relations of ideas and matters of fact (Hume’s ‘fork’) - the scope of each. The nature of belief and imagination, the nature of the difference between them. The analysis of causation in terms of constant conjunction - the role of custom and repetition. Hume’s definitions of ‘cause’. The idea of necessary connection and the search for its origin - Hume’s solution to the problem. The attempt to reconcile free-will and determinism; the diagnosis of the nature of the problem, Hume’s account of what is meant by ‘liberty’ and ‘necessity’.</p> |
| <p>14.3 Mill
<i>On Liberty</i>
Penguin
ISBN 0-14043.207-8</p> | <p>The kind of liberty with which Mill is concerned. Liberty and the State. The Power of the state. Development of democracy and inherent dangers. The role of civil convention and the pressure of public opinion; tyranny of the majority. The ‘Harm Principle’, negative freedom. The arguments in support of freedom of thought and expression, and freedom of action. Exceptions and their justification. The importance of truth, the importance of variety. The development of the individual. Whether liberty is intrinsically or instrumentally valuable. The <i>applications</i> of Mill’s Principles.</p> |
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- 14.4 Nietzsche
Beyond Good and Evil
Sections I, II, III, V, VI
(209–13), IX (257–70)
Oxford World's Classics
ISBN 0-19-283263-8
- Critique of Past Philosophers; Motivational analysis, e.g. Philosophy as expression of self-interest. The bewitchment of language; truth and interpretation. The 'correct' philosophical questions. The New Philosopher and his socio-intellectual status. The notion of 'superiority'. The will to power. The different morality. The three stages of morality. Nietzsche's account of religion; self-denial and sacrifice. Advantages and disadvantages of religion, the future use of religion. Nietzsche's 'history' of morality - particularity of moral systems. Morality and human nature; herd morality. Critique of 'modern ideas'. The sceptic and the critic. Nobility: description of value systems. Social implications of Nietzsche's concept of noble values.
-
- 14.5 Russell
The Problems of Philosophy
Chapters 1–10, 14
Oxford University Press/OPUS
ISBN 0-19-888018-9
- Appearance and reality - sense-data and their relation to physical objects. The existence of the external world and our knowledge of it. The nature of matter and sense-data, the public and the private. Critique of Berkeley's Idealism. Knowledge by Acquaintance and Knowledge by Description, the objects of acquaintance. Importance of Knowledge by description, gradations of such knowledge, ultimate dependence on acquaintance. The problem of Induction, reason for accepting the principle; other general principles - Laws of Thought. The problem of *a priori* knowledge, critique of Kant's position. Universals; different kinds of Universals, their relation to the solution of the problem of *a priori* knowledge. What philosophy can and cannot achieve; critique of Hegel's conception. Critical nature of Philosophy.
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- 14.6 Ayer
Language, Truth and Logic
Chapters 1–4 and 6
Dover
ISBN 0-486-20010-8
or
Penguin Classics
ISBN 0-141-18604-6
- The verification principle: its formulation and its uses. The function of Philosophy - Philosophy as analysis and Ayer's view of past philosophers as analysts. Distinction between explicit and in-use definitions. Examples of philosophical analysis. Linguistic phenomenalism. Ayer's account of the *a priori*; critique of Kant's thesis. Invention and discovery in mathematics. The emotive theory of ethics and Ayer's rejection of alternative theories. Implications of Ayer's thesis for religious language. Ayer's treatment of induction.
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A2 Module 6

Synoptic Study

In order to ensure that the knowledge, understanding and evaluative skills acquired in all units of the AS and A Level course are integrated, and to ensure that candidates are aware of the relationships between different aspects of the course, all candidates for the A Level must complete an extended essay which *either* assesses the relative contributions of two philosophers to a major debate, *or* assesses the impact of one philosopher on the development of ideas within a philosophical theme. This ‘synoptic’ element will account for 20% of the total A Level assessment. The essay should be researched in advance (individually and/or in groups) but the final version will be produced by candidates individually, in supervised class sessions totalling up to four hours, before 15 May in the year of examination. The essays will be marked by an AQA-appointed Examiner.

Essays will be based on **one** of **six** Comparative Study titles, **or one** of **six** Complementary Study titles. The list of twelve titles, which will change every year, will be published on the AQA website in the Philosophy section, printed in the Examinations Update which is sent to all centres, and sent as a flier to all centres which have estimated an entry for Philosophy or entered candidates in the previous examination series. Essays must be chosen from the relevant list specified by AQA for the correct year of examinations, eg candidates entering the examination in June 2008 must answer a title from the 2008 list, candidates entering in June 2009 must answer from the 2009 list, and so on.

The title may be selected by a teacher or by individual candidates from one of the twelve selected by AQA for the appropriate examination series, but will normally focus on authors and themes studied in other modules of the course. It is not anticipated that candidates will need to engage with substantial amounts of material with which they are completely unfamiliar, because the essay will normally explore links between texts and themes already studied, but in order to ensure a broad range of topics, some essays invite candidates to compare the work of more than one philosopher from Module 3 or Module 5. Essays may make reference to any unspecified texts or works by the same author, but, to ensure relevance, candidates should take care to confine their discussions to the Topics of Study specified for the set texts in Modules 3 and 5 and to the broad area or debate cited in the extended essay title they have chosen.

Both the Comparative study and the Complementary study are designed to test the extent to which candidates are able to integrate and otherwise link the work of philosophers in the specification with individual broad areas or debates within philosophy, and in particular with the issues raised in the themes in Modules 1, 2 or 4. The extended essay paper is therefore designed to encourage and test candidates’ ability to establish bridges between Modules 1, 2 and 4 (Themes) and Modules 3 and 5 (Texts). Both the Comparative Study and the Complementary Study are designed to be equally demanding and are assessed in the same way and against the same marking criteria.

15.1 Alternative A – Comparative Study

Candidates choosing the Comparative Study are required to assess the contributions of two philosophers to a major philosophical debate or area of concern. The philosophers should be seen as adopting differing, contrasting or opposing positions. Candidates should choose **one** of the six titles selected by AQA for the appropriate year.

The titles for the **2009 examinations only** are:

- a. Compare, contrast and evaluate Descartes and Hume on knowledge of the external world.
- b. Compare, contrast and evaluate Marx & Engels with Mill on social progress.
- c. Compare, contrast and evaluate Aristotle and Sartre on making moral decisions.
- d. Compare, contrast and evaluate Marx and Engels with Nietzsche on religion.
- e. Compare, contrast and evaluate Plato and Mill on the relation between individual and society.
- f. Compare, contrast and evaluate Ayer and Sartre on the nature of evaluative discourse.

15.2 Alternative B – Complementary Study

Candidates choosing the Complementary Study are required to assess the contribution of one of the set authors or texts to the development of a debate within one of the set themes. Candidates should choose **one** of the six titles selected by AQA for the appropriate year.

The titles for the **2009 examinations only** are:

- g. Explain and discuss Ayer's view on the nature and role of philosophy.
- h. Explain and discuss Nietzsche on 'truth'.
- i. Explain and discuss Descartes' account of the mind and mentality.
- j. Explain and discuss Russell's account of the role and nature of universals.
- k. Explain and discuss Hume on empiricism and its implications.
- l. Explain and discuss Plato's criticisms of democracy.

15.3 Advice

From the twelve titles selected by AQA for the appropriate year and examination series, essays may be chosen for candidates by a teacher or may be chosen by candidates, but will normally focus on authors and themes studied in other modules of the course. If candidates are left to choose their own titles, teachers should at least advise candidates on their choice of topic to ensure that each candidate is able to show what he or she understands and can do. Although group work may provide a useful basis for teaching and undertaking research, this should not necessarily lead to candidates producing similar investigations. It is expected that candidates will have the opportunity to investigate the subject area in depth, allowing them to show initiative in searching for, collecting, interpreting and presenting information.

15.4 Research and Use of Rough Notes During Production of Final Drafts	Candidates may carry out research for their chosen title individually and/or in groups, and this research may be conducted both during and outside of normal class time. No formal limit is place on the amount of time allowed for research. Candidates are expected to have carried out all preparatory work prior to the production of the final version and up to 1000 words of researched notes may be brought into the class and used for reference. All notes brought into class at the writing up stage <i>must</i> be headed 'Rough Notes' and submitted to AQA with the finished essay. Set texts and other books may <i>not</i> be used at this stage.
15.5 Supervision of Candidates' Work	Candidates must write up the final version of their extended essay individually during supervised class sessions before 15 May in the year of examination. Candidates must be supervised at all times while writing their final version, so that the teacher(s) may authenticate each candidate's whole work with confidence. Between sessions, all work (including rough notes) should be kept under secure conditions in the centre. Candidates must not have access to these materials between sessions.
15.6 Time Limit and Length of Essay	The total of supervised class time to be made available for writing up the final draft is <i>up to</i> four hours (excluding research time). This can consist of one or several sessions depending on timetable restrictions within individual centres. It is anticipated that essays will be approximately 3000 to 4000 words in length.
15.7 Footnotes and References	If used at all, footnotes should be kept to a minimum and used only when they are required to provide significant support for the main argument or arguments being made in the essay. A bibliography is optional, but references must be included at the end of the essay for quotes or close paraphrases. Other than such quotes or close paraphrases, the work submitted for assessment must be solely that of the candidate concerned. The inclusion of both footnotes and references must take place within the four hours of the formal assessment. Although a bibliography is not required, any unacknowledged sources used for reference should be briefly listed on the Candidate Record Form.
15.8 Presentation	Completed work should be compiled into one folder. The work should be presented on A4 paper whether written or printed. Individual sheets must be numbered and secured together and each piece of work should be identified with the centre and candidate number.
15.9 Use of IT	Candidates may use a PC/word processor to produce the rough notes used for reference when writing up the final version of their extended essay. This may be used as evidence of attainment in the Key Skill of IT. Rough notes produced using a PC/word processor and brought into the supervised class sessions must be printed and not in electronic form. They must not be longer than 1000 words, as with written notes. If a centre wishes to allow candidates to use a PC/word processor to produce the final version, e.g. to provide evidence of attainment in the Key Skill of IT, the centre must ensure that candidates do not have access to any information (electronic or written) other than the 1000 words of printed or written rough notes. The candidate must be assigned a blank floppy disk at the start of the supervised class sessions.

This must be used to store the work between sessions. It is advised that hard copies are also kept between sessions in case of floppy disk corruption. The candidate must not be granted access to any stored information between sessions and may not incorporate or download information from any electronic source. As with written material, all draft material stored electronically, including floppy disks, must be kept under secure conditions between sessions.

Due to limited printing resources at some centres, it is acceptable to print out the final version(s) of the essay(s) *after* the formal four hour time limit.

15.10 Unfair Practice

At the start of the course, the supervising teacher is responsible for informing candidates of the AQA Regulations concerning malpractice. Candidates must not take part in any unfair practice in the preparation of coursework to be submitted for assessment, and must understand that to present material copied directly from books or other sources without acknowledgement will be regarded as deliberate deception. Centres must report suspected malpractice to AQA. The penalties for malpractice are set out in the AQA Regulations.

15.11 Candidate Record Form and Authentication of Work

A Candidate Record Form must be attached to each candidate's work. Both the supervising teacher(s) and the candidate are required to sign a declaration on the Candidate Record Form confirming that the work submitted for assessment is the candidate's own, and was produced under the specified conditions.

The work submitted must be solely that of the candidate concerned. Any assistance given to an individual candidate which is beyond that given to the group as a whole must be recorded on the Candidate Record Form.

15.12 Submission Date

The synoptic essay should normally be produced during the Spring Term of the final year of the Advanced GCE course, after teaching of Modules 1 to 5 is complete. All essays, along with rough notes and Candidate Record forms, must be submitted to the AQA-appointed Examiner by 15 May in the year of examination.

15.13 Assessment Objectives and Generic Marking Criteria

Appendix B contains the Generic Marking Criteria which will be used to assess the extent to which the essay meets the Assessment Objectives. The extended essay is marked out of 60. A maximum of 10 marks will be available for AO1: Knowledge and Understanding. A maximum of 20 marks will be available for AO2: Selection and Application. A maximum of 30 marks will be available for AO3: Interpretation and Evaluation.

The assessment of the Quality of Written Communication used by candidates has been incorporated into the marking criteria for AO1: Knowledge and Understanding.

Marks will be located initially by mark-band according to each criterion. If the essay closely matches the band descriptor, then it will be allocated a mark in the middle of the band. If the essay demonstrates some features of the next higher band, it will be awarded a higher mark within the original band. If it demonstrates some features of the band below, then one of the lower marks in the original band will be awarded.

Essays which do not reach the standard described by any band descriptor will be awarded zero marks.

Key Skills and Other Issues

16

Key Skills – Teaching, Developing and Providing Opportunities for Generating Evidence

16.1 Introduction

The Key Skills Qualification requires candidates to demonstrate levels of achievement in the Key Skills of *Application of Number*, *Communication* and *Information Technology*.

The units for the ‘wider’ Key Skills of *Improving own Learning and Performance*, *Working with Others* and *Problem Solving* are also available. The acquisition and demonstration of ability in these ‘wider’ Key Skills is deemed highly desirable for all candidates, but they do not form part of the Key Skills Qualification.

Copies of the Key Skills Units may be downloaded from the QCA website (www.qca.org.uk/keyskills).

The units for each Key Skill comprise three sections:

- A What you need to know.
- B What you must do.
- C Guidance.

Candidates following a course of study based on this specification for Philosophy can be offered opportunities to develop and generate evidence of attainment in aspects of the Key Skills of *Communication*, *Information Technology*, *Improving own Learning and Performance* and *Working with Others*. Areas of study and learning that can be used to encourage the acquisition and use of Key Skills, and to provide opportunities to generate evidence for Part B of the units, are signposted below. More specific guidance on integrating the delivery of Key Skills in courses based upon this specification is given in the AQA Teachers’ Guide.

16.2 Key Skills Opportunities in Philosophy

The study of a course based on this Philosophy specification enables candidates to develop their abilities to analyse complex written material, to reason and form judgements for themselves, to express themselves coherently and to contribute to the process of debate. This makes it an ideal vehicle to assist candidates to produce evidence of attainment of the Key Skill of *Communication*. In addition, the Synoptic Study (Module/Unit 6) presents opportunities for attainment in the Key Skills of *IT*, *Improving own Learning and Performance* and *Working with Others*. However, teaching strategies may easily be adopted to enable attainment of all of these Key Skills through **all** Modules (see Teachers’ Guide).

The tables below signpost the opportunities for the acquisition, development and production of evidence for Part B of each of the four applicable Key Skills units at Level 3, in the teaching and learning modules of this specification. The degree of opportunity in any one module will depend upon a number of centre-specific factors, including teaching strategies and level of resources.

Communication

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
C3.1a Contribute to discussions	✓	✓	✓	✓	✓	✓
C3.1b Make a presentation	✓	✓	✓	✓	✓	✓
C3.2 Read and synthesise information	✓	✓	✓	✓	✓	✓
C3.3 Write different types of documents	✓	✓	✓	✓	✓	✓

Information Technology

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
IT3.1 Plan and use different sources to search for and select information	✓	✓	✓	✓	✓	✓
IT3.2 Explore, develop and exchange information, and derive new information	✓	✓	✓	✓	✓	✓
IT3.3 Present information including text, numbers and images	✓	✓	✓	✓	✓	✓

Improving own Learning and Performance

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
LP3.1 Agree and plan targets	✓	✓	✓	✓	✓	✓
LP3.2 Seek feedback and support	✓	✓	✓	✓	✓	✓
LP3.3 Review progress	✓	✓	✓	✓	✓	✓

Working with Others

What you must do:	Signposting of Opportunities for Generating Evidence in Modules					
	1	2	3	4	5	6
WO3.1 Plan the activity	✓	✓	✓	✓	✓	✓
WO3.2 Work towards agreed objectives	✓	✓	✓	✓	✓	✓
WO3.3 Review the activity	✓	✓	✓	✓	✓	✓

NB. The signposting in the four tables above represents opportunities to acquire, and produce evidence of, the Key Skills that are achievable through this specification. There may be other opportunities to achieve these and other aspects of Key Skills via this specification, but these are dependent on the detailed course of study delivered within centres.

16.3 Key Skills in the Assessment of Philosophy

Aspects of the ‘main’ Key Skill of *Communication* are intrinsic in all Assessment Objectives and hence will form part of the assessment requirements for all Units.

16.4 Further Guidance

More specific guidance and examples of tasks that can provide evidence of one or more Key Skill are given in the AQA Teachers’ Guide.

17

Spiritual, Moral, Ethical, Social, Cultural and Other Issues

17.1 Spiritual, Moral, Ethical, Social and Cultural Issues

The study of Philosophy can make a major contribution to a candidate's understanding of certain spiritual, moral, ethical, social and cultural issues. Indeed, Philosophy considers certain fundamental questions concerning the nature and significance of morality and ethics, as well as suggesting methods for making moral and ethical judgements.

Candidates should show awareness that society is made up of individuals with a variety of opinions. A course based on this specification could enable candidates to develop a sympathetic awareness of others' values and beliefs, through consideration of, for instance: the nature of morality and ethical values, how to treat specific moral and ethical problems, and the principles and difficulties associated with forming moral judgements; the relationships between the individual and society, and the notions of freedom, rights, law, punishment and authority.

Furthermore, when undertaking a course based on this specification, candidates should have opportunities to reflect on, and develop an understanding of, issues related to the meaning and significance of their own existence and lives. This could be achieved in a variety of ways, including through consideration of: ultimate questions concerning the existence and nature of God and God's interaction with the world, religious experience and the concepts of faith, proof, truth and certainty; theories of the mind and its place in nature, the mind-body relationship, the nature and problems of selfhood and personal identity, solipsism and the existence of other minds, and artificial intelligence.

17.2 Avoidance of Bias

AQA has taken great care in the preparation of this specification and associated specimen units to avoid bias of any kind.

Awarding and Reporting

18

Grading, Shelf-Life and Re-Sits

18.1 Qualification Titles

The qualifications based on these specifications have the following titles:

AQA Advanced Subsidiary GCE in Philosophy

AQA Advanced GCE in Philosophy.

18.2 Grading System

Both the AS and the full A Level qualifications will be graded on a five-grade scale: A, B, C, D and E. Candidates who fail to reach the minimum standard for grade E will be recorded as U (unclassified) and will not receive a qualification certificate.

Individual assessment unit results will be certificated.

18.3 Shelf-Life of Unit Results

The shelf-life of individual unit results, prior to the award of the qualification, is limited only by the shelf-life of the specification.

18.4 Assessment Unit Re-Sits

Each assessment unit may be re-taken an unlimited number of times within the shelf-life of the specification. The best result will count towards the final award.

Candidates who wish to repeat an award must enter for at least one of the contributing units and also enter for certification (cash-in). There is no facility to decline an award once it has been issued.

18.5 Minimum Requirements

Candidates will be graded on the basis of work submitted for the award of the qualification.

18.6 Awarding and Reporting

This specification complies with the grading, awarding and certification requirements of the current GCSE, GCE, GNVQ and AEA Code of Practice April 2007 and will be revised in the light of any subsequent changes for future years.

Appendices

A

Grade Descriptions

The following grade descriptions indicate the level of attainment characteristic of the given grade at A Level. They give a general indication of the required learning outcomes at each specific grade. The descriptions should be interpreted in relation to the content outlined in the specification; they are not designed to define that content.

The grade awarded will depend in practice upon the extent to which the candidate has met the Assessment Objectives (as in Section 6) overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.

- Grade A** Candidates demonstrate a comprehensive and almost totally accurate knowledge of the areas studied. They use technical language and terminology accurately in a variety of contexts throughout their work. They demonstrate a full understanding of the issues studied and an ability to analyse them critically. They can compare, contrast and evaluate philosophical stances as well as offering sustained arguments of their own. They make full and effective use of reasoning skills and judiciously selected examples in arguments, anticipating and countering relevant objections. They demonstrate a clear understanding of the connections between the areas they have studied and the contributions to philosophical understanding made within them. There is a maturity of approach, with sophisticated and elegant expression, construction, and quality of language, which enables them to communicate with clarity.
- Grade C** Candidates recall, demonstrate and deploy a good and mainly accurate knowledge of the areas studied. They use technical language and terminology accurately in a variety of contexts in much of their work. They demonstrate some understanding with some critical analysis of the issues studied. They show some ability to compare, contrast and evaluate philosophical stances, though arguments of their own, if offered, are not sustained. They make some effective use of reasoning skills and examples in argument, sometimes anticipating and countering objections. They demonstrate some understanding of the connections between the areas they have studied and the contributions to philosophical understanding made within them. There is evidence of some maturity of approach, with fair expression, construction and quality of language, which enables them to communicate with some clarity.

Grade E Candidates recall, demonstrate and deploy a limited and partially accurate knowledge of the areas studied. They use some technical language and terminology correctly in variety of contexts in some of their work. They demonstrate a limited understanding with minimal analysis of the issues studied. They attempt to compare, contrast and evaluate philosophical stances and may offer arguments of their own, but often do not do so convincingly. They attempt to use reasoning skills in argument, though examples may be used inappropriately and objections are rarely anticipated or effectively countered. They demonstrate a very limited understanding of the connections between the areas they have studied and the contributions to philosophical understanding made within them. There is little maturity of approach, with unsophisticated expression, weak construction and poor quality of language. They communicate with little clarity most of the time.

B

Generic Marking Criteria for Unit 6 (Synoptic Study)

A01 Knowledge and Understanding (10 marks available)		A02 Selection and Application (20 marks available)		A03 Interpretation and Evaluation (30 marks available)	
Level 0 0 marks	The work does not meet the threshold criteria for knowledge and understanding.	Level 0 0 marks	The work does not meet the threshold criteria for selection and application.	Level 0 0 marks	The work does not meet the threshold criteria for interpretation and evaluation.
Level 1 1-2 marks	There is little evidence of knowledge or grasp of the philosophical issues and concerns. Mistakes in grammar, punctuation and spelling are significantly intrusive.	Level 1 1-4 marks	The essay is seriously incoherent or fragmentary, displaying little or no skills in selection, application or recognition of relevance. No substantial links are made between authors and themes.	Level 1 1-6 marks	Incoherent and fragmentary, with either no interpretation or evaluation, or evaluative and interpretative points that are largely not relevant to the title. Supporting material as evidence or example is either absent or ineffective.
Level 2 3-4 marks	While some grasp is demonstrated and a number of important points are identified, much understanding is superficial and/or basic. There may be errors of grammar, punctuation and/or spelling, and these may significantly intrude on the argument being made.	Level 2 5-8 marks	The candidate selects material in a basic way, with little discrimination, and applies it crudely. Relevance is not sustained and the title is only partially addressed or answered. Some material is effectively deployed. Links between authors and themes are weak and infrequent.	Level 2 7-12 marks	Weaker responses demonstrate significant errors of reasoning and many evaluative or interpretative points are wrong, confused or seriously inaccurate. In better responses, interpretative and evaluative points are simplistic or crude, or are asserted without argument. Supporting material is unconvincing or is not appropriate.

A01 Knowledge and Understanding (cont.)		A02 Selection and Application (cont.)		A03 Interpretation and Evaluation (cont.)	
Level 3 5–6 marks	Generally accurate knowledge and adequate grasp of most of the main points. The understanding often goes beyond the superficial and basic, but it is not sharp. There may be errors of grammar, punctuation and/or spelling, but these do not significantly intrude on the argument being made.	Level 3 9–12 marks	Much relevant material is selected but is not always well applied, or a limited amount of material is selected but is usually well applied. The response to the question is direct but lacks coherence, or is coherent but misdirected. Some effective links are made between authors and themes. Relevance is sustained for substantial passages.	Level 3 13–18 marks	Evaluative and interpretative points are largely correct, clear and accurate. There is some evidence of reflection, although this is not sustained or comprehensive. Some discussion is developed or telling.
Level 4 7–8 marks	Key philosophical issues are understood in some detail, although there is evidence that some issues of significance for the title are not. The response is capable but not exact. Much of the response demonstrates insight. There may be only occasional errors of grammar, punctuation and/or spelling.	Level 4 13–16 marks	Largely relevant material is selected and applied well but is not fully drawn out or important points are left out. The essay is mostly coherent and direct and contains a substantial response to the title. Much material is effectively deployed. Links between authors and themes are made frequently and effectively.	Level 4 19–24 marks	There is clear evidence of an ability to scrutinize and reflect. The discussion is a very competent and largely systematic treatment of the issues. Most arguments are subtle and/or compelling and much of the supporting material is convincing and appropriate. Alternatively, the discussion is narrow but it is impressively analytical and pithy.
Level 5 9–10 marks	The philosophical issues are thoroughly understood and the response demonstrates sophisticated insight. There are few, if any, errors in grammar, punctuation and/or spelling.	Level 5 17–20 marks	Relevant material is selected and applied and the implications of the material fully drawn out. All material is effectively deployed and few, if any, important points are left out. Relevance is sustained and the essay is coherent and direct. Links between authors and themes are made frequently and effectively.	Level 5 25–30 marks	Evaluative and interpretative points are correct, clear and accurate and the discussion reads as a sustained critical engagement. There is evidence of reflection, initiative and imagination. Arguments are subtle and/or compelling and supporting material is convincing and appropriate.

C

Candidate Record Form

Candidate Record Forms are available on the AQA website in the Administration area. They can be accessed via the following link http://www.aqa.org.uk/admin/p_course.php

D

Overlaps with other Qualifications

D.1 GCE Religious Studies

There is some overlap of content in both options of Module 2 (Moral Philosophy and Philosophy of Religion) with aspects of the AQA AS/A GCE specification in Religious Studies. Areas of overlap include: normative ethics (e.g. utilitarianism and deontological views), practical ethics, arguments for and against the existence of God, the nature of religious experience and religious language, types of authority, free will, and the nature of faith (this list is not exhaustive). However, there is a significant difference in approach between the specifications as the GCE Religious Studies specification places particular emphasis upon religious perspectives on these and related issues.

There is also some overlap of content in some of the set texts in Modules 3 and Module 5, e.g. Descartes' *"Meditations"*, Sartre's *"Existentialism and Humanism"*, Aristotle's *"Nicomachean Ethics"*, Hume's *"An Enquiry Concerning Human Understanding"* and Nietzsche's *"Beyond Good and Evil"*.

Similarly, depending upon topics chosen, there could be overlap of content in the synoptic study in Module 6.

Because the overlap with GCE Religious Studies is considered to be complementary, it is not prohibited in combination.

D.2 GCE Psychology

Although there is difference in approach, there is some overlap of content in Module 1 (Theory of Knowledge), Module 2 (Moral Philosophy) and Module 4 (Philosophy of Mind and Philosophy of Science) with aspects of the AQA AS/A GCE specifications in Psychology. Areas of overlap include: perception, ethics, behaviourism, the nature of mind, consciousness, personal identity, the nature and objectivity of science, and scientific method (this list is not exhaustive).

Depending upon topics chosen, there could be overlap of content in the synoptic study in Module 6.

Because the overlap with GCE Psychology is considered to be complementary, it is not prohibited in combination.

D.3 Other GCE Specifications

The broad nature of Philosophy leads to complementary overlap of content and skills with many other GCE specifications; for instance, with those specifications that include the study of scientific method, those specifications that involve close study and critical evaluation of texts, and those specifications concerned with the nature of human existence.