



Religious Studies

AS / A Level | AQA | 7061/7062

2016 specification
first exams in 2016 (2017 for AS)

Starters and Plenaries

For AS and A Level AQA Religious Studies

Component 1A: Philosophy of Religion

N Tiplady

zigzageducation.co.uk

POD
9168

Follow us on Twitter @ZigZagRS

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Contents

Thank You for Choosing ZigZag Education.....	ii
Teacher Feedback Opportunity	iii
Terms and Conditions of Use	iv
Teacher’s Introduction.....	1
Specification Cross-reference	2
Activities	3
Activity 1 – The Watchmaker	3
Activity 2 – The Challenge of David Hume	4
Activity 3 – The Ontological Argument	5
Activity 4 – Playing the Fool	6
Activity 5 – Necessary or Not?	7
Activity 6 – Critics of Aquinas.....	8
Activity 7 – The Purpose of Suffering.....	9
Activity 8 – Evidential Problems.....	10
Activity 9 – Theodicies	11
Activity 10 – The Fall: Before and After	12
Activity 11 – Process Theodicy	13
Activity 12 – Visions	14
Activity 13 – The Other	15
Activity 14 – William James and the Varieties of Religious Experience	16
Activity 15 – Origins.....	17
Activity 16 – Credulous?	18
Activity 17 – Verify Me!.....	19
Activity 18 – Joining the Falsification Symposium	20
Activity 19 – Limitations of the Verification Principle.....	21
Activity 20 – Hare’s Bliks	22
Activity 21 – A Language Game.....	23
Activity 22 – Decoding Symbols	24
Activity 23 – Using Language	25
Activity 24 – The Via Negativa or Apophatic Way.....	26
Activity 25 – Writing an Essay	27
Activity 26 – Feeding of the 5,000	28
Activity 27 – Hume on Miracles	29
Activity 28 – Wiles v St Gennaro	30
Activity 29 – Contrasting Dualism and Physicalism.....	31
Activity 30 – #BodyandSoul.....	32
Activity 31 – Life after Death.....	33
Activity 32 – Views on Death	34
Teacher's Notes.....	35

Teacher's Introduction

This resource contains 32 starters and plenaries which cover all topics of the A Level Philosophy of Religion paper for AQA, first examination 2018.

The activities are intended to help a student develop their abilities across the full range of assessment criteria.

The activities follow the specification order and give the teacher a clearly defined structure to work from.

The starter activities offer a way to grab the students' attention prior to learning the core information of the specification. The plenaries help to challenge the students, testing their understanding. While each activity is specified as either a starter or a plenary in the resource, these are adaptable to the teacher's needs.

The wide range of activities helps to stimulate each student's interest, by offering fresh and enjoyable methods of learning. The activities help to promote discussion, explanation, application and critical thinking skills, meaning that each student can learn to deeply analyse the information that they have been taught, which gives them a solid foundation from which to work for the following lessons. The activities target each type of learner, enabling every student to benefit from this resource.

N Tiplady, December 2018

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Free Updates!

Register your email address to receive any future free updates* made to this resource or other Religious Studies resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to zzed.uk/freeupdates

Specification Cross-reference

This table will enable you to pick and choose starters or plenaries relevant to what you are teaching. While each activity has been selected as either a starter or a plenary, that many starter and plenary tasks may be interchangeable depending on the specification. Some may not work so well as a starter or plenary. It is up to you when to use each task.

Area	Topic	Activity
Arguments for the existence of God	Design	The Watchmaker The Challenge of David Hume
	Ontological	The Ontological Argument Playing the Fool
	Cosmological	Necessary or Not? Critics of Aquinas
Evil and suffering	The problem of evil and suffering	The Purpose of Suffering Evidential Problems Theodicies The Fall: Before and After Process Theodicy
Religious experience	The nature of religious experience	Visions The Other William James and the Varieties of Religious Experience
Verifying religious experiences	Challenges and responses	Origins... Credulous?
Religious language	Challenges and responses	Verify Me! Joining the Falsification Symposium Limitations of the Verification Principle Hare's Bliks A Language Game Decoding symbols Using Language The Via Negativa or Apophatic Way Writing an Essay
Miracles	Understanding miracles	Feeding of the 5,000 Hume on miracles Wiles v St Gennaro
Self, death and the afterlife	Nature of the soul and possibility of continuing existence	Contrasting Dualism and Physicalism #BodyandSoul Life after Death Views on Death

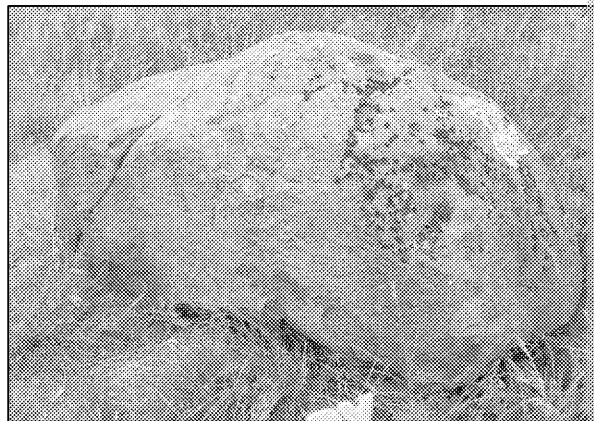
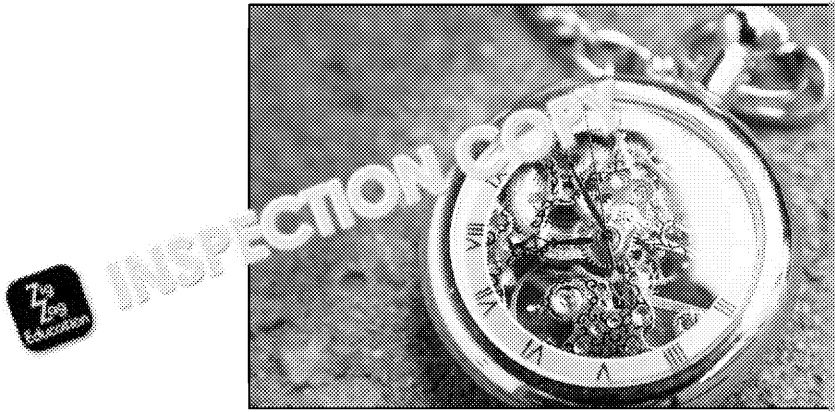
INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 1 – The Watchmaker

Label the features of both the watch and stone.



How did William Paley try to use them to argue the existence of God?

INSPECTION COPY

COPYRIGHT
PROTECTED

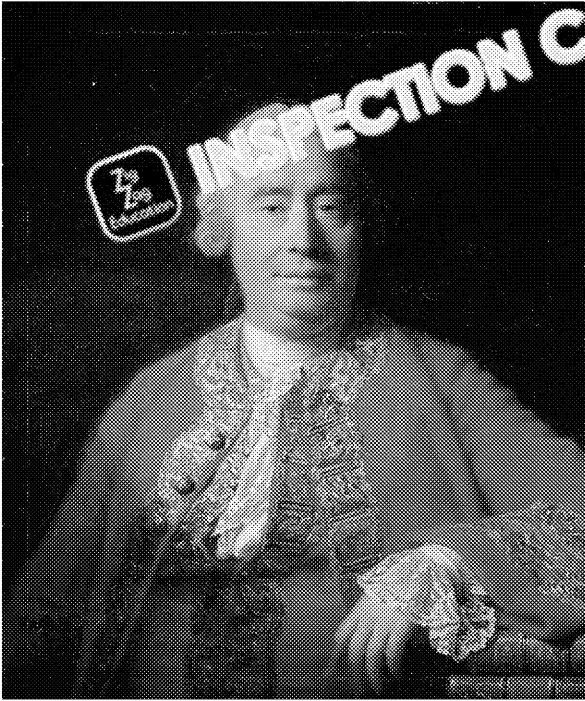


Activity 2 – The Challenge of David Hume

William Paley likened the world to a watch, suggesting it was put together by a watchmaker.

More than 20 years before Paley's *Natural Theology* in 1802, David Hume had already made his arguments in *Dialogues Concerning Natural Religion*, published in 1779, in which he challenged Paley's watchmaker analogy.

Your task is to explain three of Hume's criticisms of analogies. Hints have been provided to get you started.



Organic/Inorganic

Effects from Causes

Randomness

INSPECTION COPY

COPYRIGHT
PROTECTED



Have a think about which you think is the best criticism and why.

Activity 3 – The Ontological Arg

Summarise this student essay in five points:

The Ontological argument is an 'a priori' and a deductive argument, meaning that it is based on logical reasoning and that if the premises are true then therefore the conclusion must be true. It is also an analytical one, whereby its truth or falsity is given by the definition of the terms involved. Usually a priori arguments do not give meaningful information about the world.

St Anselm put forward two arguments both linked by his definition of God - 'that which cannot be conceived' which means that it is actually impossible to think of anything greater than God. The first argument goes, that God is the greatest possible being and he can exist in the mind as well. But something that exists in reality is far greater than something that exists only in the mind. Therefore it is a logical necessity that God must exist in reality, for it is far greater than anything that can be conceived. According to him, even the fool (referring to psalm 14) who can deny God at least in their minds, otherwise they would not be able to deny his existence. The second argument Anselm put forward was saying that it was impossible to conceive of a God that is not a necessary being for it is greater than a being coming and going out of existence.

Descartes argued that the one thing he could be sure of was that he existed (because he was thinking). He argued that everything else could be a lie or a trick, the people and things around you an illusion, his senses, his emotions could be a trick but he believed that his own thoughts cannot lie. Descartes' Ontological argument is similar to Anselm's but he focuses on God as the supremely perfect being and therefore anything perfect must exist, for existence is perfection and a thing that does not exist is not perfect. He like Anselm, argued that it is more perfect to exist than be imagined. Therefore God, as a supremely perfect being, must exist in reality. It is not so much an argument than a statement of faith.

A monk who worked alongside Anselm, Gaunilo, rejected Anselm's theory and he himself was called 'the fool'. Gaunilo suggests that if the Ontological argument is to work then it must apply to everything apart from God. He uses the example of a perfect island to demonstrate that just because we can imagine this perfect island with perfect views and fruits, it doesn't mean that it has to exist in reality, except in our heads. However, Anselm replied to Gaunilo's objection to his theory by saying that God is necessary, which means that they are not reliant upon something else for their existence, whereas islands are instead contingent. For him, to argue that an island has to be in existence in reality is like arguing that an island is necessary, except God is contingent. The second argument Anselm uses against Gaunilo is that if there is a maximal island, it can always be better, the fruit can always be tastier, the views can always be better. With God, he possesses the maximum qualities, he is perfect.

Immanuel Kant is by far one of the most influential critics of the Ontological argument. His main objection makes is that 'existence' is not a real predicate, because Kant pointed out that predicates provide insight and extra, useful information about the subject. For example, by describing someone as omniscient, our knowledge of that person is increased so we have a greater understanding of that person. However, as Kant argued, existence is not a real predicate, because existence does not provide any insight to what God is. Just because we say God exists does not make him any 'greater' or 'more perfect', as Anselm argued.

The philosopher Karl Barth suggested that for those with faith, the ontological argument is not worth backing it up. Because like Anselm, you can argue that existence is a predicate, but something that does not exist, therefore God must exist. Which if you believe in God is logical. However, for those without faith, existence does not provide any understanding to what or who God is, unlike saying that God exists.

Extension

How would you extend the section on Kant?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 4 – Playing the Fool

Gaunilo's criticisms of Anselm were written 'in defence of the fool'.
In it, he argued that there could be a perfect island.

Your task is to describe three perfect things:

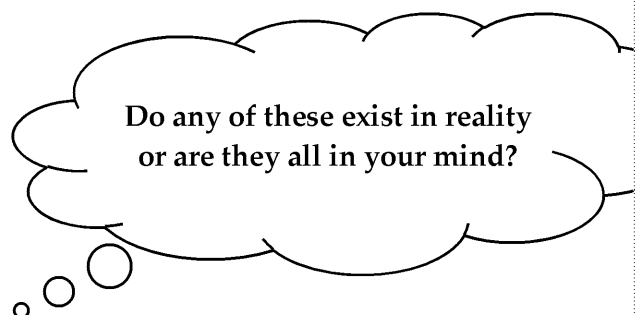
1. the perfect partner,
2. the perfect day,
3. and the perfect meal.



INSPECTION COPY



INSPECTION COPY



INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 5 – Necessary or Not

Aquinas' Third Way was based on God being *necessary*. This means God's existence cannot be any other way. Necessary things are essential and cannot not be.

The following table contains many examples of causes and effects. Your task is to decide if the cause is **necessary** or not for the effect. This is using the philosophical definition of necessary.

Cause	Effect	Necessary?	
Revise hard for A Levels	Get good grades		
The sun produces light	Life on earth may exist		
Work long hours	Make lots of money		
God	The universe exists		
Buy a lottery ticket	Win the lottery		

Extension

Why is God's existence a controversial or difficult cause to deal with?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 6 – Critics of Aquinas

Draw a diagram showing the concept of 'infinite regression'.

Draw Aquinas' solution.

Bertrand Russell made some pointed comments about the argument for God's existence.

He referred to a 'failure of the imagination'. What things in science do you think we cannot imagine or understand?

The universe is a 'brute fact'. Do you think it is pointless to ask for an explanation of the universe? Explain your answer.

INSPECTION COPY

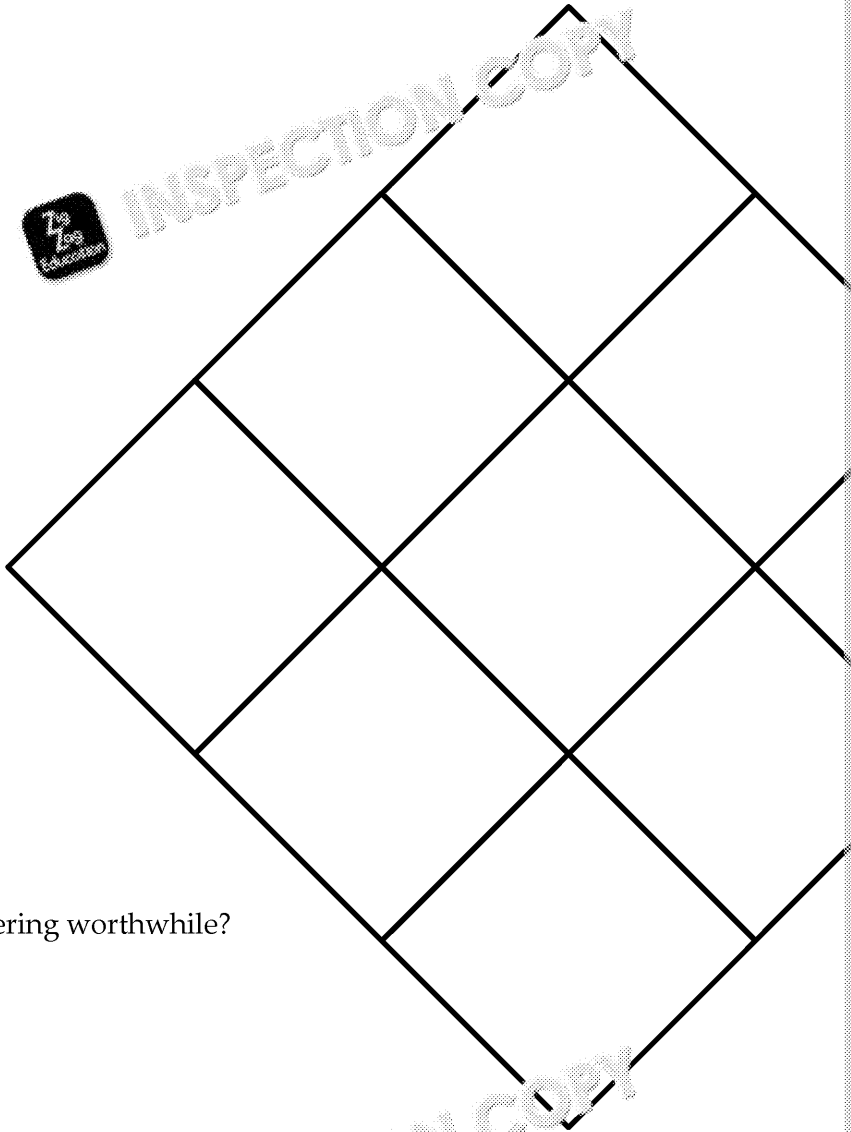
COPYRIGHT
PROTECTED



Activity 7 – The Purpose of Suffering

All human beings suffer in their lives to some extent. The examples of suffering on this page should be cut out and arranged in order on the diamond, with the worst example at the top and the best example with the least suffering at the bottom. You are likely to disagree on the order of this subjective activity.

Write down what benefits might be gained from the suffering.



Is the suffering worthwhile?

Running a marathon	A child starving to death	Being gassed during the Holocaust
Being imprisoned for your political views	Being imprisoned because you killed someone	A child being hit by a car
A student revising for A Levels	A heroin addict craving their next fix	Fasting during Ramadan

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 8 – Evidential Problem

The problem of evil has two forms:

1. The logical problem of evil

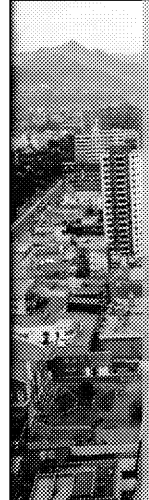
Usually expressed in the form of the Inconsistent Triad:

- i. God is omnipotent
- ii. God is omnibenevolent
- iii. Evil exists

Evil does exist, so it is assumed that one of the others cannot be true, not all powerful or all good. This leads to a subsequent belief that God does not exist.

- What type of reasoning is this version of the problem of evil? Explain your answer.

2. The evidential problem of evil



- Using words, explain how the images are related to the evidential type of reasoning is being used and how it fits this expression.

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 9 – Theodicies

Examine this response to the question:

'Assess the strengths and weaknesses of two theodicies.'

One possible solution to the problem of evil is the Augustinian theodicy. Devils deal with the origins of evil with scriptural reference to Genesis 2 and 3. Augustine used the term 'absence of good' (privatio boni). Augustine theorised that God created humanity in his image and likeness, as recounted in Genesis 1:26. When Adam and Eve were tempted by a serpent to eat from the tree of knowledge, they committed an abominable sin. As a result, Augustine has humanity's fall from grace as this 'original sin' because they disobeyed God. Augustine's theodicy is not as strong as it seems because it does not address the problem of evil more widely or adequately. Modern theodicies today sidestep.

However, the Augustinian theodicy has highly critiqued faults. In punishing the misguided actions of two people, God's omnibenevolence is put into question. Augustine's reaction. Augustine might reply by arguing that this is now irrelevant as God's love is shown by dying on the cross, cancelling out the erratic behaviour of the earlier God. Augustine's God made the world perfect, why did evil exist in the Garden at all? Augustine's theodicy is an example of privatio boni. Arguably, the biggest flaw is the theodicy's reliance on the book of Genesis. As modern science has now found many alternative theories regarding the origins of life, the theodicy could be considered outdated. Augustine unfortunately has little in his favour as he is now dead.

In my opinion, Irenaean theodicy is the strongest theodicy as proof of the existence of God through suffering. Irenaeus argues for suffering having a positive purpose defined by God (Augustinian) or just a by-product (process theodicy). The suffering that humanity endures purifies the purity of their soul in heaven or hell. Although it is heavily reliant on the Christian faith, it is so scripture bound, making it easier for agnostics to accept. Its major flaw is its reliance on the origins of suffering; the underlying fact is that suffering does exist and the theodicy does not. This can be unsatisfactory.

The other main issue is that of irrelevant suffering, for example that of natural disasters. There is no 'lesson' for the victim. However, if you believe in an afterlife, the suffering can continue on into the afterlife. I take this view as I find this theodicy preferable to the Augustinian one as it is more malleable than in Augustinian theodicy which actually limiting God (as in theodicy).

Find three ways you could improve this answer.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 10 – The Fall: Before and After

Augustine's teaching on evil and suffering stems from his understanding of the Fall of Humanity in Genesis Chapters 2 and 3. He sees this story, which he read in the Bible, as the origin of evil in the world.

Read through **all** the text and any notes you might have **before** answering the questions.

Before the Fall:

Genesis 2: ¹⁵ 'The Lord God took the man and put him in the Garden of Eden. ¹⁶And the Lord God commanded the man, "You are free to eat of every tree of the garden except the tree of the knowledge of good and evil; you shall not eat of it; for in the day that you eat of it you shall die."

¹⁸ Then the Lord God said, "It is not good that the man should be alone; I will make him a helper as his partner." ¹⁹ So the Lord God formed every animal of the field and brought them to the man to see what he would call them; and whatever the man called any creature, that was its name. ²⁰ The man gave names to all cattle, and to the birds of the air, and to every animal of the field; but for the man there was not found a helper as his partner. His wife were both naked, and were not ashamed.'

Write down three attributes that humanity possesses in Eden.

- 1.
- 2.
- 3.

The Fall:

Genesis 3: ⁶ 'So when the woman saw that the tree was good for food, and that it was to be desired to make one wise, she took of its fruit and gave it to her husband, who was with her, and he ate. ⁷ Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made loincloths for themselves.'

⁸ They heard the sound of the Lord God walking in the garden at the time of the day, and the man and his wife hid themselves from the presence of the Lord God among the trees of the garden. ⁹ And the Lord God called to the man, and said to him, "Where are you?" ¹⁰ He said, "I was in the garden, and I was afraid, because I was naked; and I hid myself."

● Which attribute are the man and woman exercising here?

After the Fall:

Now read Genesis 3:16–23 (NRSV)

● What has changed from humanity's perfect state?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 11 – Process Theology

Make a list of the attributes of the God of classical theism (one is given to start)

On the left of each, describe the concept, on the right explain the perspective on the same thing.

Description	Term	Perspective
	Or articulate it	

Is the Christian God of process theology worth worshipping?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 12 – Visions

A mystical experience is one in which a person believes they have personal, transcendent, but also immanent, reality. Below are three examples.

Genesis 28:10–22 (NRSV)

Jacob's Dream at Bethel

Taking one of the stones of the place, he put it under his head and lay down in that place. ¹²And he dreamed that there was a ladder^[9] set up on the earth, the top of it reaching to heaven, and the angels of God were ascending and descending on it. ¹³And the LORD^[9] stood beside him^[9] and said, 'I am the LORD, the God of Abraham your father and the God of Isaac, the land on which you lie I will give to you and to your offspring; ¹⁴and your offspring shall be like the dust of the earth, and you shall spread abroad to the west and to the east and to the north and to the south; and all the families of the earth shall be blessed^[9] in you and in your offspring. ¹⁵Know that I am with you and will keep you wherever you go, and will bring you back to this land; for I will not leave you until I have done what I have promised you.' ¹⁶Then Jacob woke from his sleep and said, 'Surely the LORD is in this place—and I did not know it!' ¹⁷And he was afraid, and said, 'How awesome is this place! This is none other than the house of God, and this is the gate of heaven.'

St Bernadette of Lourdes

Bernadette was the asthmatic eldest child of a miller. The family were incredibly poor. On 11th February 1858, she was collecting wood with her sisters when she had a vision.

She was barefoot to avoid getting her socks wet as she crossed a stream and heard a noise like a gust of wind. She looked toward the noise and saw a grotto and saw a lady dressed in white, wearing a blue dress, an equally white veil, a blue belt and a yellow rose on each foot.' The apparition vanished after Bernadette prayed with her.

Although the Catholic Church and authorities did not believe her at first, she kept claiming more visions and by the vision of 23rd February, more than 150 people believed her.

St Teresa of Avila

St Teresa of Avila had been engaged in 'mortification' and had been abstinent.

'I saw in his hand a point there seemed to me to be thrusting and to pierce my very out, he seemed to leave me all on fire. The pain was so great, that so surpassing was the pain, that I could not

For each of these visions they are corporeal, and try to come upon and a physiological instead of a mystical.

Jacob

Teresa

Bernadette

INSPECTION COPY



COPYRIGHT
PROTECTED



Activity 13 – The Other

What is 'other' to you?

'The other' is the counterpart to the self. It is what is not 'us' and it frightens us. Discrimination is against the 'other', born out of ignorance and misunderstanding.

Who are you?	Who is other to you?
<p>Make a list of the things that contribute to your identity.</p>  	<p>Things that you have not experienced. Religions you have not practiced. Groups you have never met, etc.</p>

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 14 – William James and the Religious Experience

James suggested in his work *The Varieties of Religious Experience*, that in order to be as religious, there were four qualities it needed. Complete the table below with the four types of religious experiences. (Note: James's definitions may be different to the words' definitions.)

Quality	Definition
	The experience is beyond words.
	The experience is shared and has consequences for the individual.
Passive	

Now write four sentences, each using one of the terms in an everyday sentence to show what they mean.

1.

2.

3.

4.


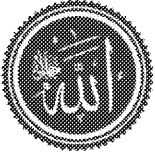
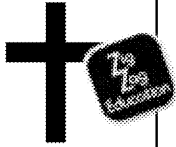
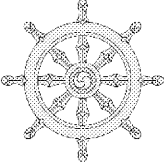
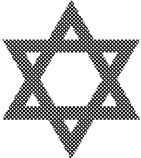
INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 15 – Origins...

The following five world religions are based on religious experiences:

	Sikhism – Guru Nanak Dev Ji	
	Islam – Muhammad (pbuh)	
	Christianity – Jesus' disciples and Saul/Paul	
	Buddhism – Siddhartha Gautama/the Buddha	
	Judaism – Abraham	

What were those experiences?

Why did people believe each of them?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 16 – Credulous?

Apollo 11 – The Moon Landing

In 1969, the United States of America through its space agency, NASA, launched a mission containing a lunar lander and three astronauts. These brave souls travelled through space to the moon (and then back again!) over the course of 8 days, 3 hours and 13 minutes. The men involved with the flight have described in great detail the events of the mission and the challenges they faced. All three were decorated veterans in the US military.



However, some people have claimed it was all a hoax. They have claimed the mission to have been performed and it was probably done on a film set. This is one of the things published:

- The stars do not seem to appear in the photos.
- Crosshairs on the photos are sometimes in the wrong place.
- Artificial lights must have been used on the set as the shadow angles are not correct.
- Van Allen radiation belt and deep space radiation should have killed anyone who left Earth's orbit.
- The flag the astronauts placed on the moon flutters. There are no breezes on the moon.
- The Lunar Module did not scatter the dust to leave blast marks.

There are many others...

Who should be believed? Why? (Make sure you consider the people's backgrounds, their experiences and their responsibilities).

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 17 – Verify Me!

Logical positivism tries to specify the conditions under which a proposition is meaningful. In the English speaking world, this was popularised by A J Ayer.

Using Kant's definitions of propositions, there are two types of meaningful principle:

- **Analytic propositions:** statements whose truth or falsehood is determined by the words in the statement such as definitions, and truths of mathematics. They cannot give us any information about something's existence in the physical world. They are solely about language, for example, 'a triangle has three sides'; or '2 plus 2 equals 4'.
- **Synthetic propositions:** must be verified through some form of empirical observation. All 'substantial' knowledge is empirical knowledge. An example would be 'the sky is blue'.

All other statements are meaningless.

Consider the following 11 sentences. Are they meaningful or meaningless?

1. God exists.
2. God does not exist.
3. Christians believe that Jesus died for their sins.
4. Jesus had a beard.
5. Jesus physically rose from the dead.
6. Dave believes in God.
7. All Christians wear crosses.
8. All emeralds are green.
9. Jesus died for the sins of humankind.
10. Human activity is causing climate change.
11. Murder is wrong.

What do you notice about the statements regarding religion?

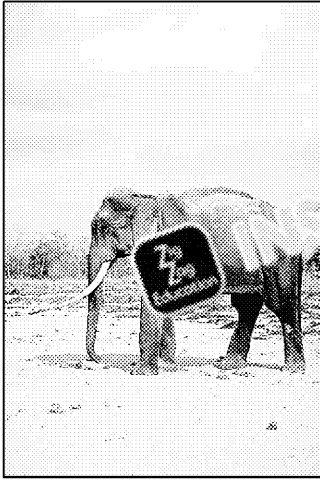
COPYRIGHT
PROTECTED



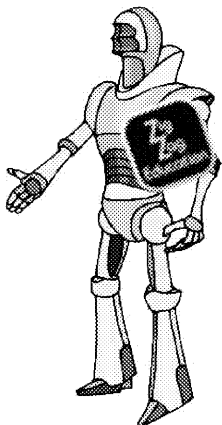
Activity 18 – Joining the Falsification

Antony Flew, Richard Hare and Basil Mitchell all used parables in order to raise questions on whether talking about God was meaningful in any way.

Using at least one of the following four pictures, construct your own parable in the style of Thomas Aquinas on theological language.



A large, empty rectangular box with rounded corners, intended for the student to write their parable.



INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 19 – Limitations of the Verification Principle

These statements all convey some knowledge.

Which are meaningful by the verification principle?

Does that mean the others are useless and should be discarded?

1. The sum of two and two equals four.
2. Mark Twain's novels help us understand and feel what it is like to be depressed.
artwork
3. Alexander the Great was an amazing general who founded 70 cities and was never defeated in battle.
4. Stealing is wrong.
5. The earth orbits the sun.
6. If a country experiences an economic boom, then a bust must surely follow.

How might each of these statements be useful?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 20 – Hare’s Bliks

Read through R M Hare’s ‘Parable of the Paranoid Man’.

A certain lunatic is convinced that all dons want to murder him. His friends and most respectable dons that they can find, and after each of them has ret doesn’t really want to murder you; he spoke to you in a most cordial manner now?’ But the lunatic replies, ‘Yes, but that was only his diabolical cunning; the whole time, like the rest of them; I know it, I tell you.’ However many ki reaction is still the same.

(R M Hare in Flew and MacIntyre (eds), *New Issues in Philosophical Theology*)

This was a response to Antony Flew’s retelling of John Wisdom’s ‘The Par

1. Explain how Hare is rejecting Flew’s cognitivism.

2. Do you think Hare is proposing a non-cognitive view point?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 21 – A Language Game

As a swing bowler, I mostly try to get the ball to move away from the batsman. I spend quite a bit of time shining the ball to create the desired swing. My main aim is to get a wicket if the batsman is caught, where the batsman edges to the wicketkeeper or slips, but I have a fielder placed at silly point and short leg for bat-pad catches. I also try to get a hook when the batsman mistimes a hook from a bouncer. When the ball does not move, faster balls can get the batsman trapped leg before wicket or even bowled.

If you are reading this and don't know anything about cricket, the above paragraph makes no sense at all. The text is full of words that are specific to the sport or have a specific meaning.

- Swing bowling makes the ball curve through the air as it travels towards the batsman.
- Wicketkeeper, slips, gully, silly point, short leg and long leg are all places on the cricket pitch.
- A hook is a shot when the batsman attempts to hit a ball above his chest height in a horizontal motion.
- Caught, leg before wicket and bowled are some of the ways a batsman can be out.

A full explanation could take some time...

For Wittgenstein, a language game is the use of certain words and phrases in a particular context, like 'short leg' in the cricket example above. In order to play a language game, you need to know the rules. Language games are useful for describing ideas quickly.

Your task is to write about a game, sport, pastime or other activity you enjoy. Write a description with as many technical words as you can. You will then pass it to a friend and ask you to explain the technical words or words they don't understand.

INSPECTION COPY

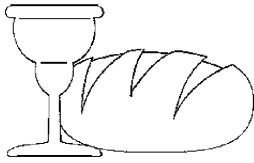
COPYRIGHT
PROTECTED



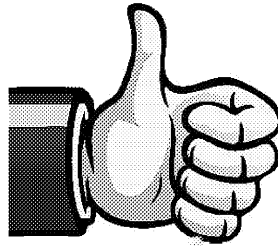
Activity 22 – Decoding Symbols

What do each of these symbols represent?

1.



2.



4.



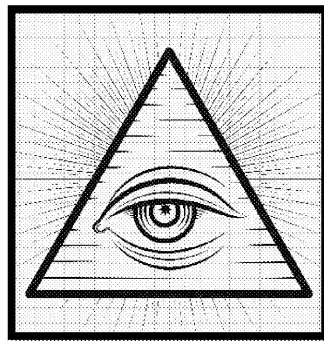
5.



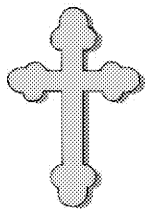
7.



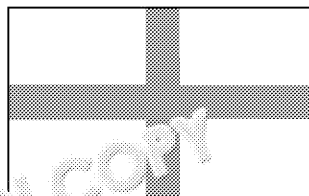
8.



10.



11.



Do any of them have more than one meaning or a contentious meaning? Which ones?

Pick two of the symbols and discuss their participation.

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 23 – Using Language

Thomas Aquinas said there were three types of significant language; univocal, equivocal and analogical.

In the table below, decide whether the word is univocal (consistently used) or equivocal (used in more than one entirely different meaning) and give the meaning.

Word	Type	Meaning
car		
nail		
season		
cat		
bow		
hand		

Extension

Why did Aquinas reject both of these as ways of talking about God?

INSPECTION COPY

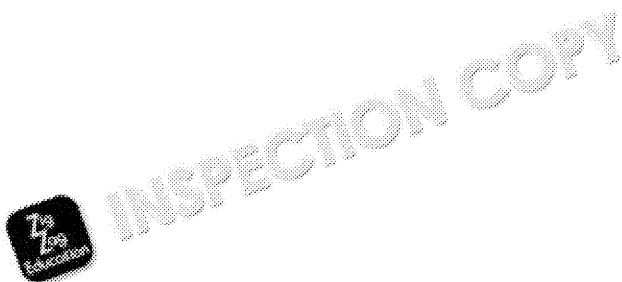
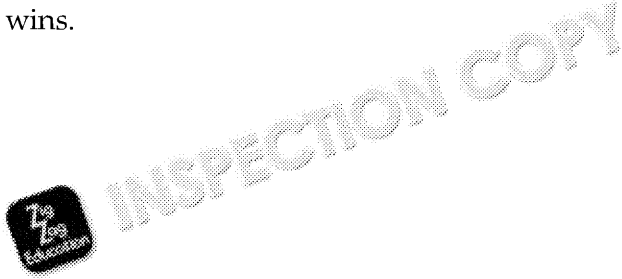
COPYRIGHT
PROTECTED



Activity 24 – The Via Negativa or Ap

Saying something without saying it can be tricky. We've all tried to avoid saying what we want to or tried to discuss something without others listening in.

You will each in turn draw out a concept from the hat. You have to get your concept out in one word without using the word OR any other words mentioned on the piece of paper. No hand gestures or non-english versions of words and no pointing to anything on the paper. Once a concept has been guessed, the next person in your team (going clockwise) takes a turn. The first person to guess six words wins.



INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 25 – Writing an Essay

Below you will see the start of an answer to the question:

'Assess the strengths and weaknesses of Wittgenstein's language games'

Read it through and assess it using the exam board marking criteria.

During the later period of his life, Ludwig Wittgenstein worked on a philosophy referred to as 'language games', rejecting the idea that language is in some way corresponding to reality and arguing concepts do not need to be clearly defined. 'Language games' was the notion that language has a particular meaning within a context, similarly to how different games have different rules (hence language games). A statement is meaningful only according to the context in which it occurs. An example was that 'if a lion could speak, we could not understand it', by this Wittgenstein has completely different wants and needs which is what makes it hard to understand each other: we are part of the same language game.

Wittgenstein's concept of language games allows the discussion of ideas that are not verifiable, for example love and the meaning of life. This can be seen as positive in that language there is the complexity of humanity, as we can understand each other even though that haven't actually been defined or stated true. However, logical positivists and the verificationist theory of meaning, contrary to Wittgenstein's 'meaning is use', only meaningful if it is confined to discussing what is within human experience. Wittgenstein's 'meaning in use', as it argues that once we step beyond the realm of human experience, then we venture into nonsense. By this understanding one could argue that love and love are nonsense and not meaningful as they cannot be proved. Wittgenstein rejected the logical positivists' argument by stating you couldn't rule out language that is not verifiable and as we talk about things that aren't true or false then we can view Wittgenstein's language games as having significance.

Another possible strength of Wittgenstein's concept is that, through his reflection on the meaning of language, Wittgenstein came to the conclusion that scientific claims cannot be applied to the world as they are not part of the same language game. Therefore, to discuss scientific claims and hypotheses as if they were part of the same game would be to have a common ground. This eradicates competition between scientific claims and religious language. Subsequently, this eradicates competition between scientific claims as they are no longer in conflict over the same issues; both are complete in their own right.

On the other hand, by making religious language a theory in conflict with scientific language, Wittgenstein's concept is seen as a theory in conflict with religious believers. This is because someone who is a religious believer indefinitely believes in the existence of God, heaven, and Jesus. Wittgenstein's language game verges on anti-realism, meaning that the existence of God is not there. This makes it difficult for the language of religion to be meaningful. One could argue that this is a weakness of Wittgenstein's concept as it implies an air of fantasy about the claims made by religious language, regarding the existence of God, heaven, and Jesus. The aforementioned implication would be disagreed with by many believers as for them it is not only another piece in the complex language game.

Extension

Plan out how you would complete the essay.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Activity 26 – Feeding of the 5000

This is the miracle of the 'Feeding of the 5,000', taken from Matthew 14:13–

¹³ Now when Jesus heard this, he withdrew from there in a boat to a desert place. But when the crowds heard it, they followed him on foot from the towns and villages. When he had gone ashore, he saw a great crowd; and he had compassion for them and cured many of their diseases. When it was evening, the disciples came to him and said, 'This is a deserted place and it is late; send the crowds away so that they may go into the villages and buy food for themselves.' ¹⁶ Jesus said to them, 'They need not go away; you give them something to eat.' 'We have nothing here but five loaves and two fish.' ¹⁸ And he said, 'Bring them here.' ¹⁹ Then he ordered the crowds to sit down on the grass. Taking the five loaves and the two fish, he looked up to heaven, and blessed and broke the loaves, and gave them to the disciples. The disciples gave them to the crowds. ²⁰ And all ate and were filled; and there were left over of the broken pieces, twelve baskets full. ²¹ And those who ate were about five thousand men, besides women and children.

Explain what happens in this story from a) a realist and b) an anti-realist perspective.

Try to still have the same underlying message.

Realist

Anti-realist

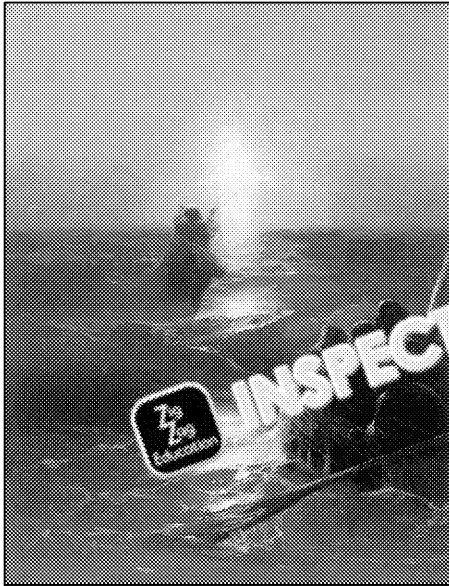
INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 27 – Hume on Miracles

Jesus Walks on the Water, Matthew 14:22–33 (NRSV)



²²Immediately Jesus made the disciples go ahead of him to the other side, while he went on to the boat and was alone.

²³After he had dismissed them, he went on to the other side of the lake by himself to pray. Later that night, he was already a considerable distance from the land, when the waves were beating against the boat, because the wind was against him.

²⁵Shortly before dawn Jesus went out to the boat.

²⁶When the disciples saw him walking on the water, they were terrified. ‘It’s a ghost,’ they said, and they cried out in fear.

²⁷But Jesus immediately said to them, ‘Do not be afraid.’

²⁸‘Lord, if it’s you,’ Peter replied, ‘tell me to get out of the boat and walk on the water.’

²⁹‘Come,’ he said.

Then Peter got down out of the boat, walked on the water and came toward Jesus. But when he saw the wind, he was afraid and, beginning to sink, cried out, ‘Lord, save me!’

³¹Immediately Jesus reached out his hand and caught him. ‘You of little faith, why did you doubt?’

³²And when they climbed into the boat, the wind died down. ³³Then those who were in the boat worshiped him, saying, ‘Truly you are the Son of God.’

Which part of this biblical passage would Hume have a problem with?

Why?

Why would you say that people believed in this miracle?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 28 – Wiles v St Gennaro

Naples, 22nd March 2015.



Pope Francis, during Mass in the Cathedral, was given an ampoule containing the blood of St Gennaro, the city's patron saint, who died in 305. He kissed it and the blood miraculously liquefied. Cardinal Crescenzio Sepe declared to the congregation that Pope Francis had performed a miracle.

Many Catholics believe that this miracle can occur up to three times a year but only if they pray enough after the blood has been brought out of the vial.

What other explanations might there be for this miracle?

Why might Maurice Wiles claim that if St Gennaro performed this miracle it would be worthy of worship?

Name three events that would have 'deserved' a miracle more than this.

INSPECTION COPY

**COPYRIGHT
PROTECTED**

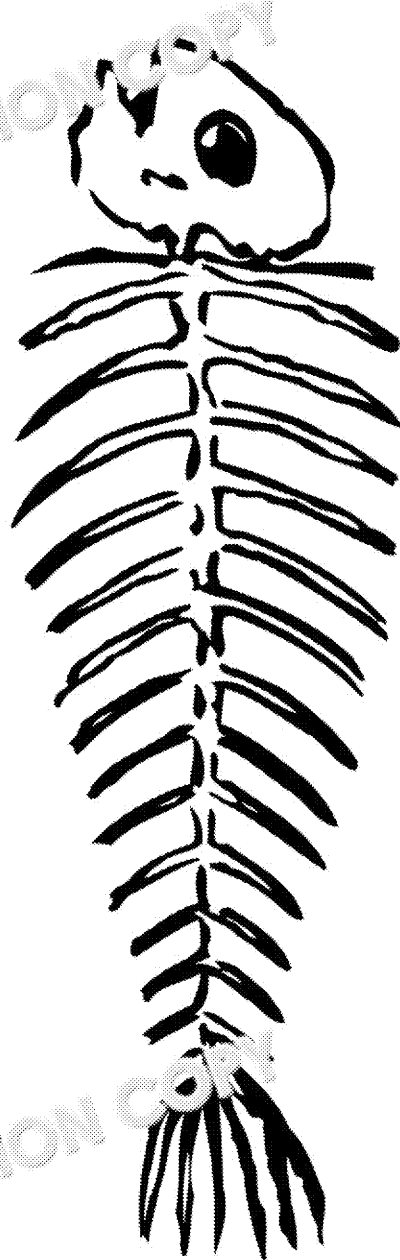


Activity 29 – Contrasting Dualism and

The fish skeleton below is a way of planning and visualising essay questions. The head represents your introduction, the spine is the main thread of your argument, the ribs represent your essay with the arguments (bones) linked to it. The tail is your conclusion which finishes it off. Around this example, plan an essay that answers 'Assess the views of Descartes with respect to the views of a physicalist such as Gilbert Ryle.'

Introduction introducing the basic ideas

Descartes' arguments



Your conclusion

Remember all points need some link so counter arguments are through the essay.

INSPECTION COPY

COPYRIGHT
PROTECTED





Activity 30 – #BodyandSoul

Plato and Aristotle may have been dead for over 2,000 years but with you today they are going to tweet to their followers all over the world.



Your task is to write their tweets for them because they have no idea how to use Twitter.

You need to explain each philosopher's teaching on the soul, mind and body in a single tweet each. Use hashtags to emphasise keywords or points.

As they are tweets, you are limited to 140 characters including spaces.

 **Twitter** 

2438 RETWEETS

 **Twitter** 
@Aristotle

3594 RETWEETS

INSPECTION COPY

COPYRIGHT
PROTECTED



#usefulkeywords: Forms, form, principle, desire, reason, knowledge, perception, reincarnate, soul, materialist, intellect, faculty, dualist, harmony, locomotion, mortal, opposites, immortal, inseparable, principle

Activity 31 – Life after Death

As you start to consider whether there can be a continuing personal existence after death, read through these sections in order to try to understand your own current perspective.

Do you believe humans have souls?



Do you think there is something more than that which we see?

Are you just a flesh and blood machine, programmed by your upbringing and environment?

Is there a God?

Is resurrection or reincarnation more plausible in your opinion?



Are near-death experiences of the world beyond?

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 32 – Views on Dea

Read the two poems your teacher has provided.

They are 'Death is nothing at all' by Henry Scott Holland and 'Aubade' by

In the relevant boxes, explain the beliefs of each of the authors.

INSPECTION COPY

In the next set of boxes, pick out two phrases from each poem and link the philosopher. Explain how they link.

INSPECTION COPY

INSPECTION COPY

COPYRIGHT
PROTECTED



Teacher's Notes

Activity 1 – Teacher's notes

Answers

The labelling should be relatively simple, highlighting the different parts of the stone's simple nature of the stone.

The students should have a knowledge of the argument from GCSE and bring it back as a springboard into A Level study.

Brief recap of watchmaker analogy – You find a watch on a heath, unlike trees, it must have come about by accident. It is too intricate in its design. The pieces all work for a purpose. The universe is also intricate in its design, works well and could have come about by accident. It is proof in itself of intelligent design.

Activity 2 – Teacher's notes

Notes

Hume's criticism is quite convincing and was aimed at all arguments from design. He has attempted to refute many of these points and may be a good follow-up.

Answers

Some examples:

Organic/Inorganic

The world may be designed, but there may be more than one designer.

The universe is unique and organic and we cannot make assumptions about other things.

It is much more like an animal than a machine and we do not think of designing animals in the same way as machines.

Effects from Causes

We judge the attributes of the creator by what is created. The presence of suffering suggests a cruel designer or a random world.

We can only look at the effects when determining the cause. The attributes of omnipotence, omnipresence cannot be inferred from the creation.

Randomness

The available evidence does not suggest a plan, an order and purpose from the world.

Just because things in the world appear to be designed, that doesn't mean that they were. We have experience of things being designed and built, but we do not have experience of things being designed and built in the mind.

Activity 4 – Teacher's notes

Notes

Gaunilo's objection: What about the greatest conceivable island?

The monk and philosopher Gaunilo rejected Anselm's argument by making the point that we have a concept of the greatest conceivable island – beautiful and good. If we ask, does this island exist in the mind only or in reality as well?

**COPYRIGHT
PROTECTED**



According to Gaunilo, Anselm’s logic is absurd because it demands that the did not exist, any other land existing in reality would be more excellent than the conceivable island must exist...

Answers

Ask the students whether the best of the three things they have had is better than the described. They will probably feel that they have never experienced anything bound to be better than reality, and not actually exist in the real world.

Activity 3 – Teacher’s notes

Answers

A quick five points:

1. Ontological argument is logical, analytic, a priori and deductive.
2. Anselm proposes a definition of God to be ‘that than which nothing greater existing in reality is conceivable than just existing in the mind, God therefore must exist in reality’.
3. Descartes argues that anything perfect must exist, since a perfect thing not existing in reality is a contradiction. Existence is a predicate of a supreme being.
4. Anselm responds to Gaunilo’s island criticism by suggesting islands are not God. God possesses maximal qualities and is perfect.
5. Kant says that existence is not a predicate. It adds nothing to the concept. To add to the concept, for example, omnipotence tells us about power.

Extension

Something extra for the Kant section – Existence is not part of the essence of God. It cannot be a perfection.

Activity 5 – Teacher’s notes

Notes

The aim of this task is to cut out lazy thinking and understand the nature of God and has to be.

Answers

Cause	Effect	Necessary?	Reason
Revise hard for A Levels	Get good grades	No	Students manage to get good grades. This is a potential reason.
The sun produces light	Life on earth may exist	Yes	The sun provides energy for life through photosynthesis.
Work long hours	Make lots of money	No	Lazy winners, those who inherit money, can still be wealthy without working long hours.
God exists	universe exists	Yes/No	Opinion is divided as to whether God is necessary for the order of the universe to exist, and whether God himself might possess necessary existence. Necessity itself is not applicable.
Buy a lottery ticket	Win the lottery	Yes	You have to buy a ticket to win.

Extension

God is controversial because of the lack of empirical evidence or the leap from the natural world to God (a non-physical thing).

COPYRIGHT PROTECTED



Activity 6 – Teacher’s notes**Notes**

The first diagram showing infinite regression should have something that is not caused by anything else.
The second diagram showing Aquinas’ solution should have a ‘necessary’ first cause.

Modern scientific enquiry has shown many counter-intuitive ways in which things work. Quantum mechanics, for example, is microscopic, actually works and there is no reason to truly put forward, perhaps, that an infinite regress of causes is physically or metaphysically impossible.

An example of something that is difficult to understand is that electrons exist in a cloud of probability at any one time. At other times they are merely clouds of possibility. Solid matter is just a collection of particles that your brain interprets it as a particular object.

Leibniz, and other supporters of the argument from contingency, argue that a sufficient reason means that if an object or action is needed of one object, it is needed by another. Therefore, it is not possible to simply assert that there must be a necessary first cause. A sufficient reason means we have to ask what the explanation for that necessary first cause is. It is pointless to ask what the ultimate explanation for the universe is; it is a brute fact. It is not a human being who can answer that question satisfactorily and so we just have to accept that the existence of the universe is a brute fact.

Activity 7 – Teacher’s notes**Notes**

The task is designed to highlight the existence of many types of suffering, including physical, emotional, educational and some beyond understanding.

Answers

The holocaust example or the starving child are likely to be at the top, with the least suffering at the bottom. This will likely reflect that benefits come with revision and fasting, but the suffering is intense.

The heroin addict has the possibility of being the example of worst suffering, as the suffering is as intense personal physical/psychological pain. It is an immediate and constant suffering.

Learning and prison are likely to be seen as worthwhile.

Students are likely to find some suffering difficult to justify which should be discussed in more depth, as suffering is a result of evil.

A discussion of Irenaeus and Hick might be a suitable follow-up.

Activity 8 – Teacher’s notes**Answers**

Example 1 is deductive reasoning because the argument is based on logic and is proven through reason alone.

Example 2 is inductive reasoning used to give a reasonable belief that the very existence of suffering is consistent with the possibility of a loving and powerful God. The image of genocide and a tsunami.

Activity 9 – Teacher’s notes**Notes**

You will need a copy of the exam board marking criteria for this task. The task should be done individually or in pairs.

This response is a very short one and could obviously be improved by adding more detail. The student should be able to add at least two to each theodicy.

**COPYRIGHT
PROTECTED**

Answers

Other things to look for:

- Are technical terms and names spelled correctly? Yes
- Is the material used relevant to the question? Yes, although basic.
- Does the answer focus on the question or does it feel generic? The question tangents are made.
- Are the scholarly or academic views suitable? There is a lack of scholarship improved upon, John Hick's views for example.
- Has the material been developed or simply stated? Much of it is simply expanded upon. Process theodicy is mentioned as a third (unnecessary).
- There also needs to be some discussion of the nature of the problem and theodicy showing God did not create evil.

Activity 10 – Teacher's notes

Notes

You will need to refer to Genesis Chapters 2 and 3 for this task.

Answers

Before: Innocence, immortality (possibly – many Christian groups have believed Aquinas both believed death came into the world because of sin), dominion

The Fall: They are exercising free will. (This could be linked in to the free will

After: Have knowledge of good and evil (and can freely choose to do it), happiness (suffering exists), no longer immortal (death now exists).

Activity 11 – Teacher's notes

The student will hopefully come up with a list that looks a little like this.

Description	Term	Perspective of Process
All powerful	Omnipotent	God is not all-powerful in the sense of logically possible or without limits. God does not have coercive powers of persuasion which are used in Creation to convince them of the right way.
All knowing	Omniscient	Arguably pantheistic, so still this.
Everywhere	Omnipresent	Arguably pantheistic, so still this.
Good	Benevolent	God is not free to stop all evil in the world, moral evil, and as such it is possible for both benevolence and that evil does exist.
Immediately present	Immanent	God is not immanent
Outside of time and space	Transcendent	God is not transcendent and outside of time and space. Limits and constraints to his power.
Referred to as a 'person' with an impersonal force	Personal	God can still be this.
The maker of the universe	Creator	Process abandons ideas such as creation. It arguably leads to a pantheistic universe.

Critics of process theology argue that a God significantly lacking in power, as described in the Bible, and cannot guarantee salvation for human beings, a key belief of many religions. If the concept of power with the process theologians God makes little sense, how is this different from creating? How can God hold such power over God?

**COPYRIGHT
PROTECTED**



Activity 12 – Teacher’s notes

Notes

The task is designed to help students look for alternative explanations for why certain explanations can then be discussed or refuted.

Answers

Jacob: Imaginative

Jacob is currently somewhat of a fugitive, he has just cheated his brother out of his life. This dream is very reassuring to him in this stressful time. He is using a stone as a pillow.

Teresa: Intellectual

Teresa had suffered from illness and had visions during it. She may have had childhood, she had run away from home desperate to become a Christian nun. Her visions and disciplines designed to alter her state of consciousness.

Bernadette: Corporeal

Bernadette came from a very poor family and may have wanted something out of poverty. She also had her first vision barefoot in February in the cold. She was affected by the weather.

Activity 13 – Teacher’s notes

This task relies on honesty and understanding from the students to each other.

It should highlight how many things we might not understand, leading to a sense of mystery.

Activity 14 – Teacher’s notes

Answers

Quality	Definition
Ineffable	The experience is beyond adequate description with words.
Noetic	The experience reveals something about the nature of reality.
Transient	The experience is short term but has long term consequences for those that had the experience.
Passive	The recipient is not in control of the experience. It happens to them.

1. My feelings when I was reunited with my wife were ineffable. I was unable to find the means of describing them.
2. St Paul’s conversion was a noetic, it revealed to Saul that Jesus lived on.
3. My hip pain phase was transient, but I now understand those who want to give up on coffee.
4. I passively watched the race, unable to take part because of my injury.

**COPYRIGHT
PROTECTED**



Activity 15 – Teacher’s notes**Answers**

Sikhism – Guru Nanak Dev Ji – Disappearance in the river.

Islam – Muhammad (pbuh) – Visions and Angel Jibril in the cave.

Christianity – Jesus’ disciples and Saul/Paul – Jesus’ ministry, miracles, death of disciples – note that Jesus isn’t the one who has a religious experience if he has his vision and conversion experience on the Damascus Road.

Buddhism – Siddhartha Gautama/the Buddha – The four sights and the enlightenment.

Judaism – Abraham – God speaks to Abram in Haran and they make a covenant.

This activity links verification, credulity and testimony. All of the major religious experiences that were believed.

All (bar Jesus’ disciples to some extent) were respected members of their communities something to lose if they were lying and caught out.

Activity 16 – Teacher’s notes**Notes**

This task is designed to open a discussion on testimony and credulity.

The following questions could be used as a follow-up or extension:

1. What makes us believe people?
2. Why do we instinctively trust some people?

Activity 17 – Teacher’s notes**Answers**

1. **God exists.**
Meaningless. God is not made of matter or energy therefore cannot be verified.
2. **God does not exist.**
Meaningless. Same reason as above.
3. **Christians believe that Jesus died for their sins.**
Meaningful. We can ask them.
4. **Jesus had a beard.**
Meaningful. Historically verifiable – we know how to verify, but we know it’s true.
5. **Jesus physically rose from the dead.**
Meaningful. Same as above.
6. **Dave believes in God.**
Meaningful. You can ask him.
7. **All Christians wear crosses.**
Meaningful. We can look at them. Just because it isn’t true doesn’t make it meaningless.
8. **All emeralds are green.**
Meaningful. We could go and look at them all.
9. **Jesus died for the sins of humankind.**
Meaningless. This is a statement of belief which cannot be scientifically verified.
10. **Human activity is causing climate change.**
Meaningful. This can be tested by environmental scientists.
11. **Murder is wrong.**
Meaningless. Moral facts are unsubstantiated opinion.

You may have noticed that many of the statements about religion as fact as religious believers believe is verifiable.

**COPYRIGHT
PROTECTED**

Activity 18 – Teacher’s notes

Notes

The exercise is designed to give students a chance to creatively express their views. They should ideally have already studied Flew, Hare, Mitchell and Aquinas. The contributions of Flew, Hare and Mitchell to the symposium.

Answers

There should be a metaphor for God and the use of a few analogies in an attempt to win the debate.

As Aquinas is proposing analogies, students may use some biblical example such as a version of ‘the blind men and the elephant’. They are feeling clever, a point which Hare and how different people understand the world would be at an appropriate metaphor.

Activity 19 – Teacher’s notes

Notes

The aim of this task is to make sure meaning and usefulness have been separated.

Answers

Only statements one and five are meaningful, yet all of them are useful in some way. Students are often stuck in the mindset that something must have physical content (‘fact’, yet we find truths in the arts and claim knowledge of right and wrong (practical knowledge to function)).

The biographies of Alexander the Great were written nearly 200 years after his death. Factual, and if we discount economic theories then the world will undoubtedly be a better place.

Activity 20 – Teacher’s notes

Answers

1. Hare thinks that religious beliefs are not like assertions that can be shown to be true or false. They form part of your world view. This is what he labels a ‘blik’. In his view, religious belief is not paranoia. He will not accept evidence against his view, but the difference between his and the views of his friends is meaningful because it alters how he lives.

A disagreement in bliks cannot be decided using empirical experience because bliks are meaningful.

2. It is unclear whether Hare thinks religious language is cognitive or non-cognitive. Bliks can be true or false, which suggests that they are cognitive, BUT they cannot be falsified, Hare claims. In his view they work more like attitudes or commitments. This suggests they are non-cognitive.

Activity 21 – Teacher’s notes

Notes

The aim of this task is for the students to link their philosophy work to some real-world examples. The teacher could read the opening section out loud and ask if any of the students wanted to.

The task could be expanded to include the whole class if students were comfortable.

**COPYRIGHT
PROTECTED**



Activity 22 – Teacher’s notes

Notes

Most of these symbols should be familiar to the students but those with a dual meaning (symbols for more than one thing) should provide a discussion about univocality.

Answers

1. Bread and wine/the Eucharist – symbol of Christ’s sacrifice/Christ’s body and blood.
2. Thumbs up – symbol expressing things are good.
3. The Trinity – symbol expressing the mystery of the Christian concept of God.
4. The crucifix – symbol of Jesus’ death for humankind.
5. Danger of death – symbol advising caution in a particular situation.
6. The wheel of dharma – symbol of the Noble Eightfold Path.
7. The Aum – symbol for the sound of the universe and also used by Hindus. Also seen in other Eastern religions.
8. The all-seeing eye – symbol of the mythical Illuminati conspiracy and also as the Eye of Providence (God’s eye) on money in the US.
9. The cross of St Peter – Christian image of an inverted cross symbolising that those who have been crucified. Sometimes used by those wishing to have an ‘anti-establishment’ image.
10. The cross – symbol of Jesus defeating death and rising again.
11. The cross of St George – flag of England and other places with St George. Contentious use by English nationalists and racists.
12. Copyright – symbol showing that a piece of work is protected by law, especially for monetary gain.

Pick two of the symbols that Tillich could use in his theory of participation.

One example would be the bread and wine:

They point to something beyond themselves – The Last Supper

They participate in that to which they point to – Christ’s sacrifice for humankind

They open up levels of reality which are usually closed to us – The forgiveness of sins

They open up dimensions of the soul – A full participation in the Kingdom of God

Activity 23 – Teacher’s notes

Notes

The activity is designed to help students consider whether the language they use is univocal or equivocal.

Answers

Word	Type	Meaning(s)
car	univocal	A wheeled vehicle with an engine, designed to carry people.
nail	equivocal	The hard section at the end of the finger, a metal spike or a verb suggesting you have done something wrong.
season	equivocal	A section of the year and something you do.
cat	univocal	A feline creature.
bow	equivocal	An old weapon, an action you perform to show respect or something you do to your hair.
hatch	equivocal	A type of entrance portal and what a chick does when it is born.

Extension

Aquinas rejects univocal language because it can anthropomorphise God or make God an object in the world.

He rejects equivocal language because if what we say about God can have a different meaning then we can say nothing of use.

**COPYRIGHT
PROTECTED**



Activity 24 – Teacher’s notes

Notes

Cut out the following sections and place them in a hat or similar receptacle and four, the students should take turns in drawing a concept out of the hat without using the prohibited words or any actions.

This is intended to show how the via negativa is possible but has limitations.

It should work like a team variation of the board game Taboo.

Resurrection
Other forbidden words – birth, death, crucifixion, Lazarus, Jesus
Eternal
Other forbidden words – immortal, mortal, everlasting,
Soul
Other forbidden words – body, dualism, materialism, immaterial
Truth
Other forbidden words – right, wrong, lie, untrue, correct
Form
Other forbidden words – Plato, Aristotle, soul, reality
Evil
Other forbidden words – Epicurus, Nietzsche, Mackie, Augustine, Immanuel Kant, absence, privatio boni, Hitler

TO READ OUT

You will each in turn draw out a concept from the hat. You have to get your word without using the word OR any other words mentioned on the piece of paper. You can use gestures or non-english versions of words and no pointing to anything on the board. If a word has been guessed, the next person in your team (going clockwise) takes a turn. The first person to get six words wins.

Activity 25 – Teacher’s notes

Notes

You will need a copy of the exam board marking criteria for this task. The students should do this individually or in pairs.

Answers

Things to look for:

- Are technical terms and names spelled correctly? Wittgenstein’s name
- Is the material relevant to the question? Yes, though it is not wide
- Does the answer focus on the question or does it feel generic? It focuses
- Are the scholarly or academic views suitable? Yes, but there are very
- Has the material been developed or simply stated? The material is relevant and shows a good understanding.

**COPYRIGHT
PROTECTED**



Extension

There are many ways this essay could be finished. Here is an example that students to assess.

Wittgenstein's famous example: 'if a lion could speak, we could not understand its language'. This is a controversial statement as it was criticised by the famous conservationist John Aspinall who had 'clearly not spent much time with lions'. What Wittgenstein means by this is that the environment and context a lion lives are so disparate from our own wants and needs that its language is completely incomprehensible. However, as Aspinall states, the idea that we cannot understand a lion's language to find communication impossible is a contradiction of Darwinian evolutionary theory which supports an integral discontinuity in nature between lions and the rest of the animal kingdom. The contradiction highlights a flaw in Wittgenstein's concept in that, by the use of language games, we would be unable to communicate effectively with people in different environments who speak different and isolated languages from each other.

In conclusion, although Wittgenstein's notion is significant and carries interesting implications for the philosophy of language, his theory of language having meaning in use and that language by itself is meaningless, is flawed. The arguments that show it is not completely foolproof and is subject to contradiction and the arguments put forward by the Vienna Circle (the logical positivists) and by Austin show that Wittgenstein's theory is not completely applicable, although it does contain factors of value.

Activity 26 – Teacher's notes

The responses should involve a supernatural version and a pragmatic, shared version.

Points that may be expressed:

Realist

- 5,000 is a mystical number, not an accurate count.
- Not all people will be ill-prepared.
- Jesus' words and the actions of the boy with the loaves and fishes (who is not named) inspire generosity among the rest of the crowd.
- There is a lot of food left over.

Anti-realist

- Jesus has an amazing presence and magnetic attraction to his followers, which is why he is performing healings.
- Thousands follow without a second thought, giving themselves a big part of their lives to him.
- Jesus realises this and uses the opportunity to perform another miracle.
- Conjures food to show God's abundant love, generosity and care for his people.

For both – The Kingdom of God is a place where all are fed (in every sense).

Activity 27 – Teacher's notes

Answers

Which part of this biblical passage would Hume have a problem with?

- Jesus and Peter walking on the water. No problems with Peter sinking.

Why?

- It directly contravenes a law of nature.

Why would Hume say that people believed in this miracle?

- Barbaric, backwards, uneducated people would have made up the miracle to satisfy their vested interest the eyewitnesses had in making sure something impressive happened.

**COPYRIGHT
PROTECTED**



Activity 28 – Teacher’s notes

Answers

What other explanations might there be for this miracle?

- Some sceptics believe the supposed miracle is due to chemicals present in the blood change when it is moved.

Why might Maurice Wiles claim that if God performed this miracle it would be a violation of worship?

- This is a trivial violation of the natural order. If God can intervene, the circumstances or to defeat evil?

Name three events that would have ‘deserved’ a miracle more than this. If any

- Genocides like Rwanda or the Holocaust may be suggested, as may terrible diseases like HIV.

Activity 29 – Teacher’s notes

Notes

This task is to help students remember how to structure an essay. Keeping a consistent structure throughout is something that examiners love to see.

Answers

The introduction:

This should be focused on introducing the basic concepts of dualism, mentioning the basic sides on which Descartes and Ryle fall should be mentioned and some

Descartes:

Key concepts explored should include the *cogito* argument, substance, the indivisibility, doubt, clear/distinct ideas.

Ryle:

Countering arguments when they arise in the discussion of Descartes, key concepts like the ghost in the machine and the category error.

Conclusion:

The student should have a clear view expressed through arguments before they will finalise it, summing up the arguments.

INSPECTION COPY

COPYRIGHT
PROTECTED



Activity 30 – Teacher’s notes

Notes

This activity is designed to get students to be able to recognise which terms world view and to enable them to prioritise the terms that are more fundam

Answers

An example for Plato could be:



 **Twitter**
@Plato

#1#reasonrules see
2#3#untrained aggression honour emotion
#seekingharmony

10:01am · 23 March 2018

2438 RETWEETS

An example for Aristotle could be:



 **Twitter**
@Aristotle

#soul is Efficient + Final cause of body
nutrition, animals add perception/desire
as well

08:56am · 24 March 2018

3594 RETWEETS

Activity 31 – Teacher’s notes

Notes

This should provide ample discussion points and provide a reference for st observations for linking concepts in exam questions

Activity 32 – Teacher’s notes

Notes

The two poems found online, suggested at zzed.uk/9168-poem1 and zzed.uk/9168-poem2

Canon Henry Scott Holland was a vicar at Westminster Abbey during the view certainly fits in with that of Descartes and probably some of Plato’s w

Philip Larkin was an atheist poet. He was very much a physicalist and his linked to those of Ryle and Dennett.

COPYRIGHT PROTECTED

