

Starters and Plenaries

For AS and A Level Edexcel Religious Studies

Paper 1: Philosophy of Religion

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Teacher's Introduction

This resource contains 40 starters and plenaries which cover all topics of the AS and A Level Philosophy of Religion papers for Edexcel, first examination 2017/8.

The activities are intended to help students develop 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.

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Edexcel 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 a plenary. It is up to you when to use each task.

Area	Topic	Activity
Philosophy of religion issues and questions	Design	Rationalism versus empiricism The weak in the argument The weaknesses of analogy The challenge of David Hume
	Cosmological	The teleological argument Necessary or not? Critics of Aquinas
	Ontological	The ontological argument Playing the fool
The nature and influence of religious experience	The nature of religious experience	William James and the varieties of religious experience Conversions Mystical experiences Origins...
	The influence of religious experience	Credulous? Freud on religion
Problems of evil and suffering	The problem of evil and suffering	The purpose of suffering Evidential problems
	Theodicies and solutions	The Fall: before and after Theodicies Process theodicy
Religious language	Analogy and symbol	Using language The via negativa or apophatic way The cataphatic way Decoding symbols Defined by symbols
	Verification and falsification	Verify me! Limitations of the verification principle Hare's blicks Joining the falsification symposium

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Area	Topic	Activity
Religious language	Language games	A language game Decoding a text Writing an essay
Works of scholars	Context to critiques of religious belief and points for discussion	Feuerbach
	Comparison of Russell's and Wittgenstein's tone	Radio debate
Influences of developments in religious belief	Views about life after death across religious traditions	Life after death
	Points for discussion about life after death	Do we need a separate mind? Tweeting the ancients Contrasting dualism and monism
	Religion and science debates	Hume on miracles The challenge of evolution Images of creation

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Activity 1 – Rationalism versus empiricism

Despite being Plato's student, Aristotle disagreed with Plato's way of seeing the world. Their differing perspectives can effectively be seen as the starting points of two epistemological schools of thought, **rationalism** and **empiricism**. Epistemology is the study of how we can know things.

The following terms are all important in our philosophical attempts to understand the world.

Sort them into the column that they would normally be associated with and then write their counterpart term from the other school of thought.

<i>a priori</i>	<i>a posteriori</i>	<i>reason</i>	<i>sense experience</i>	
<i>necessary truth</i>	<i>contingent truth</i>	<i>inductive reasoning</i>	<i>deductive reasoning</i>	<i>innate ideas</i>

Then define each term to show your understanding (one has been done for you).

Rationalism (Plato)	Empiricism (Aristotle)
Term – <i>reason</i> Definition – <i>The ability of our conscious mind to think, understand and form logical judgements.</i>	

- Which school of thought can be used to work out how many sides a circle has?
- Which school of thought can be used to work out if it is raining outside?

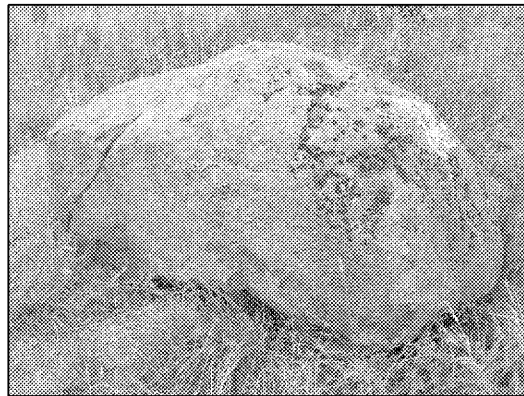
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Activity 2 – The watchmaker

Label the features of both the watch and the stone.



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

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Activity 3 – Weaknesses of an

An analogy is a comparison between things for the purpose of explanation

Analogies can be a useful way of thinking about a subject; however, they can also have an alternative interpretation. Explain how each of the following analogies could work, in the first column, and how it doesn't work, or is misleading or wrong, in the other.

How it works	Analogy	
	A woman needs a man like a fish needs a bicycle	
	He had a voice like velvet	
	He is my rock	
	Life is like a box of chocolates	

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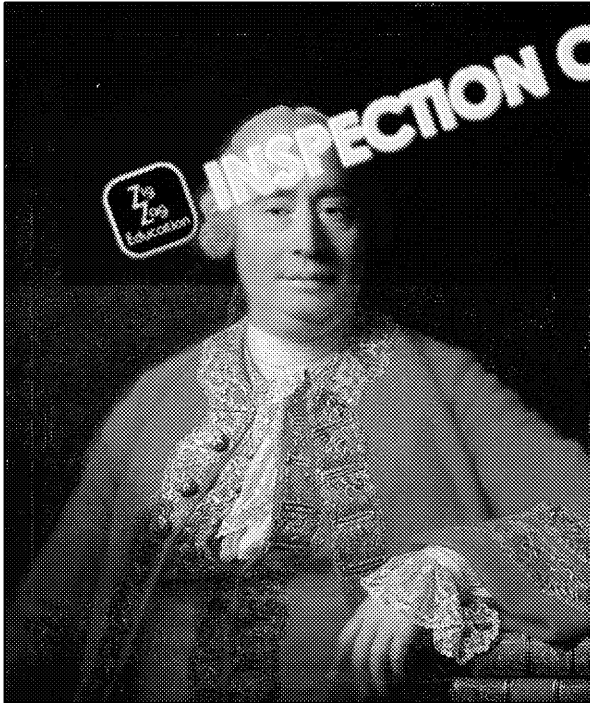


Activity 4 – The challenge of David Hume

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

More than 20 years before Paley's *Natural Theology* in 1802, David Hume had challenged Paley's arguments in *Dialogues Concerning Natural Religion*, published in 1779.

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

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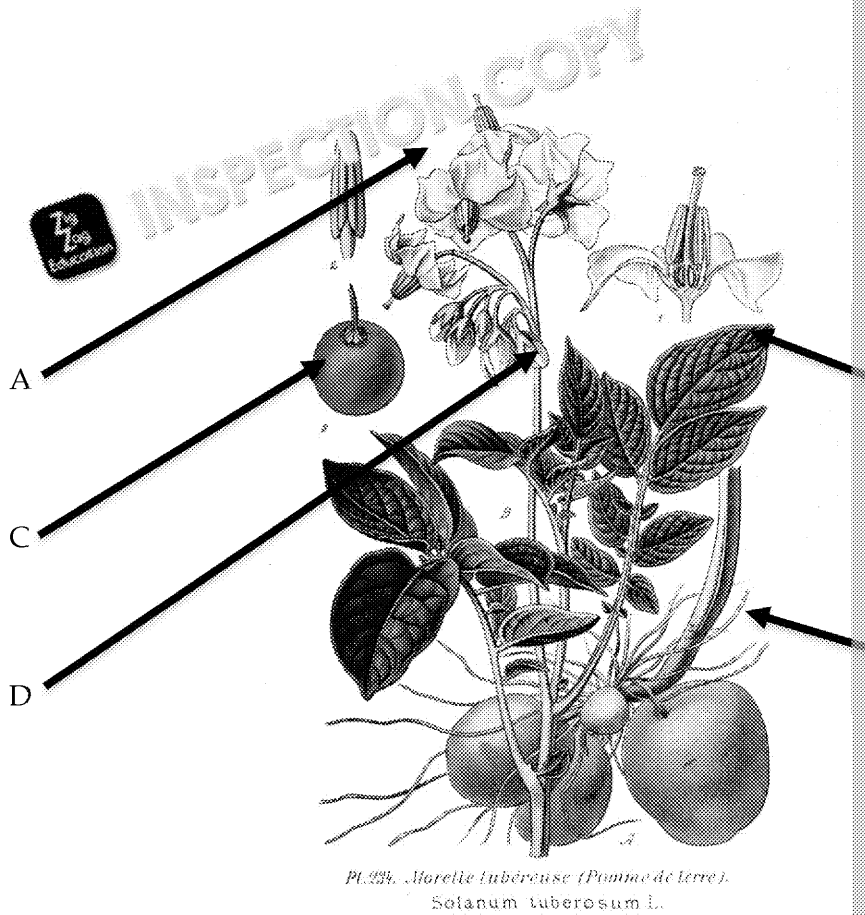


Have a think about which you think is the best criticism and why

Activity 5 – The cosmological argument

In the fifth of his five ways, Thomas Aquinas uses the analogy of an archer and an unintelligent object that is following natural laws towards an end goal. The end goal is given by the intelligent agent, the archer. Everything in the natural world is directed. This analogy is meant to demonstrate that everything in the natural world has a purpose.

The picture below shows a plant. This plant is unintelligent yet has a purpose.



	What is the purpose of this part?	How does it contribute to the overall purpose of the plant?
A		
B		
C		
D		
E		

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Activity 6 – Necessary or not

Aquinas' third way was based on God being *necessary*. This means God simply has to be any other way. Necessary things are essential and cannot not be the case.

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.

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 such a controversial or difficult cause to deal with?

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Activity 7 – Critics of Aquinas



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



Draw Aquinas' solution.

Bertrand Russell made some pointed comments about the argument from causality.



He referred to a 'failure of the imagination'. What things in science can we not imagine or understand?



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

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Activity 8 – The ontological argument

 Summarise this student essay in five points:

The ontological argument is an 'a priori' and a deductive argument, meaning it is based on experiences and that if the premises are true then the conclusion must be true. It is 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 since he can exist in the mind as well. But something that exists in reality as well as in the mind 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 mind cannot deny his existence. The second argument Anselm put forward was saying that it was impossible to conceive of a greatest being, which 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 (consciousness could be a lie or a trick – the people and things around him could be an illusion). His argument is similar to Anselm's but he focuses on God as the supremely perfect being. For Descartes, anything perfect must exist, for existence is perfect. If something exists only in the mind, it would by definition not be perfect. He, like Anselm, argued that it is more logical to say that God exists than that he is imaginary; therefore, existence must be a predicate of a supremely perfect being. This is the ontological argument as a statement of the way things are.

A monk who worked alongside Anselm, Gaunilo, rejected Anselm's theory and called him '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, if you imagine this perfect island with perfect views and fruits, it doesn't mean that it exists anywhere except in our heads. However, Anselm replied to Gaunilo's objection that the island is not necessary, which means that it is not reliant upon something else for its existence; it is instead contingent. For him, to argue that an island has to be in existence is to argue that it is contingent. The second argument Anselm uses against Gaunilo is that the island cannot possess maximal properties – it can always be better, the fruit can always be better. Whereas God possesses the maximum qualities; he is perfect.

Immanuel Kant is by far one of the most influential critics of the ontological argument. One of the things he 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 saying that God is all-knowing and omniscient, our knowledge of God expands so we have a greater understanding of him. However, Kant argues, existence is not a real predicate, because it does not provide any more understanding to what God is – it does not make him any 'greater' or 'more perfect'. Both Descartes and Anselm claim.

The philosopher Karl Barth suggested that for those with faith the ontological argument is backed up. Because, like Anselm, you can argue that existence is a predicate, and that God exists rather than not exist; therefore, God must exist. Which if you believe in God is logical. However, Kant's argument that existence does not provide any understanding to what or who God is, unlike saying that God is all-knowing.

 **Extension** – How would you extend the section on Kant?

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Activity 9 – 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:

- the perfect partner,
- the perfect day,
- and the perfect meal.

Do any of these exist in reality or are they just in your mind?



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Activity 10 – William James and the varieties of religious experience

James suggested in his work *The Varieties of Religious Experience* that in order for an experience to be classified as religious, there were four qualities it needed. Complete the table with your own definitions of the four varieties of religious experiences. (Note: James' definitions may be different to the words in the context.)

Quality	Definition
	The experience is beyond adequate description with words.
Noetic	
	The experience is short-term but has long-term consequences for the person that had the experience.
Passive	



Now write four sentences, each using one of the terms in an everyday context so that everyone can understand what they mean.


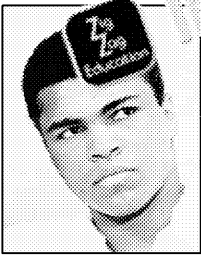



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Activity 11 – Conversions

The names of some very famous or influential people were changed to reflect their lives. Fill in the table. Try to work out why their names changed.

	Before	After
	Michael King Jr	
	Cassius Clay	
	Stefani Germanotta	
	Bruce Jenner	
	Saul	

Who is the odd one out?

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Activity 12 – Mystical experience

A mystical experience is one where a person believes they have personally encountered the divine, but also immanent, reality. Below are three examples.

Exodus 3:1–15 – Moses at the Burning Bush

¹Moses was keeping the flock of his father-in-law Jethro, the priest of Midian; he led his flock beyond the wilderness, and came to Horeb, the mountain of God. ²There the angel of the Lord appeared to him in a flame of fire out of a bush; he looked, and the bush was blazing, yet it was not consumed. ³Then Moses said, 'I must turn aside and look at this great sight, and see why the bush is not burned up.' ⁴When the Lord saw that he had turned aside to see, God called to him out of the bush, 'Moses, Moses!' And he said, 'Here I am.' ⁵Then he said, 'Come no closer! Remove the sandals from your feet, for the place on which you are standing is holy ground.' ⁶He said further, 'I am the God of your father, the God of Abraham, the God of Isaac, and the God of Jacob.' And Moses hid his face, for he was afraid to look at God.

St Bernadette of Lourdes

Bernadette was the asthmatic eldest child of a miller. They were incredibly poor. On the 11th of February 1858 she was collecting wood with her sisters and 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 towards what is now called the grotto and said she 'saw a lady dressed in white, she wore a white dress, an equally white veil, a blue belt and a yellow rose on each foot'.

The apparition vanished and Bernadette prayed to her.

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

St Teresa of Avila

St Teresa of Avila was a mystic while engaged in her work. This would have been a very and pious kneeling.

'I saw in his hands at the point where He appeared to times into my heart entrails; when he draw them out of fire with a great so great, that it surpassing was excessive pain, of it...'

For each of the with both a psychological physiological instead of a mystical

Moses

Teresa

Bernadette

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Activity 13 – Origins...

The following five world religions are based on religious experiences:



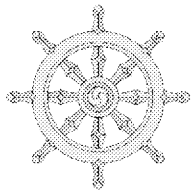
Sikhism – Guru Nanak Dev Ji



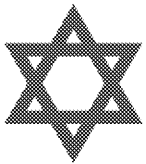
Islam – Muhammad



Christianity – Jesus' disciples and Saul/Paul



Buddhism – Siddhartha Gautama / the Buddha



Judaism – Abraham



What were those experiences?



Why did people believe each of them?

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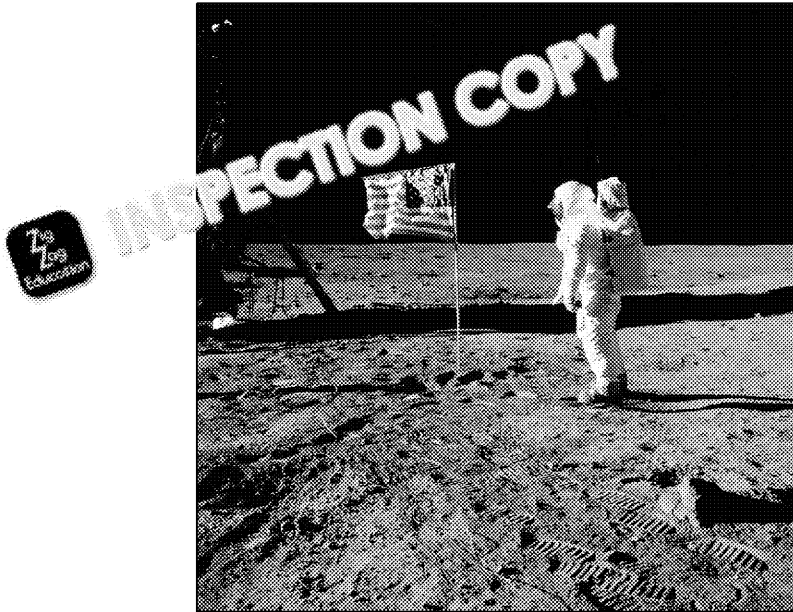
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Activity 14 – Credulous?

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 into space to the Moon (and then back again!) over the course of 8 days, 3 hours and 18 minutes. The astronauts involved with the flight have described in great detail the events of the mission for the future. 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. There are a number of 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 shadows' angle and colour, are not correct.
- Van Allen radiation belt and deep space radiation should have killed the astronauts if they had left Earth's orbit.
- The flag the astronauts placed on the Moon fluttered. There are no flags on the Moon.
- The lunar modules did not scatter the dust or leave blast marks.

There are many others...



Who should be believed? Why? (Make sure you consider the people involved and their responsibilities.)



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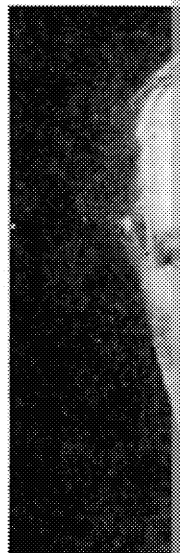


Activity 15 – Freud on relig

Freud believed that religion was holding society back, effectively keeping it in childhood. When humans have helplessness or guilt, they often look for God as a source of security (and for forgiveness if they have been bad).

He was expanding on Feuerbach's ideas of wish fulfilment and the projection of the unconscious mind.

His prehistorical ideas of the origins of religion are found in 'Totem and Taboo', in which he features a barbarian chieftain with sons who idolise his power and women. They kill him and then struggle with each other for dominance, hoping any of them taking his power. Freud believed that frustration and guilt caused religion to rise. Freud believed that religious experiences could well be hallucinations caused by desires.



- How does Freud's view suggest that religious experiences are not the existence of God?
- How does Richard Dawkins' view link to that of Sigmund Freud?


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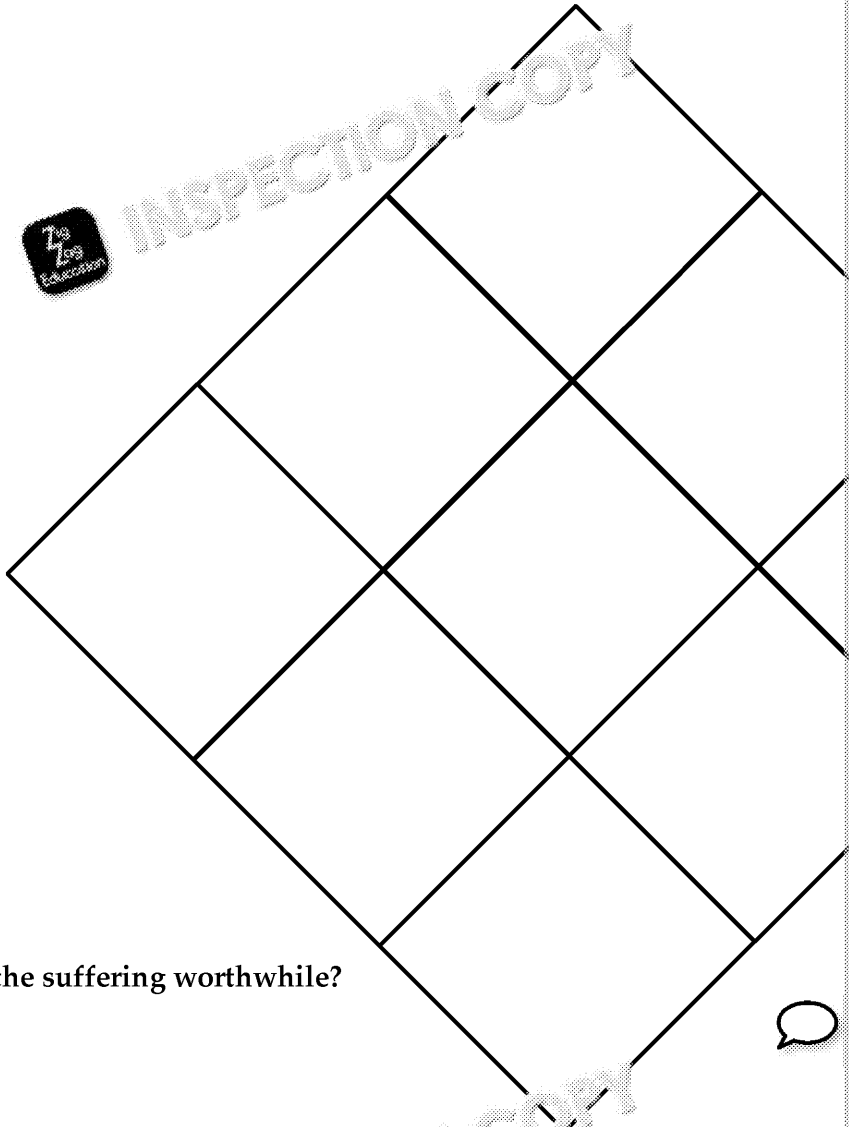
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Activity 16 – The purpose of suffering


All human beings suffer in their lives to some extent. The examples of suffering should be cut off and arranged in order on the diamond with the example with the most suffering at the top and the example with the least suffering at the bottom. You are likely to disagree with your classmates in 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 with your family for being Jewish	A student revising for Levels
Being imprisoned for your political views	Being imprisoned because you killed someone	A child burning their hand on a hot pan	A heroin addict craving their next fix

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Activity 17 – 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 powerful or not all-good. This leads to a subsequent belief that God does not exist.

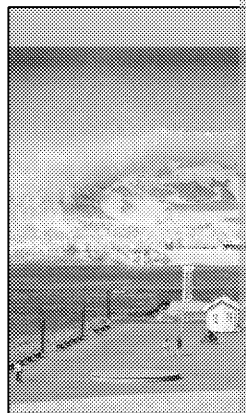


What type of reasoning is this version of the problem of evil? Explain your answer.



2. The evidential problem of evil

Best expressed in this format:



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



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Activity 18 – The Fall: before and after

Augustine's teaching on evil and suffering stems from his understanding of humanity in Genesis chapters 2 and 3. He sees this story, which he read literally, as a metaphor for the human condition.

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. ¹⁶ And the Lord God commanded the man, 'You may freely eat of every tree of the knowledge of good and evil you shall not eat, for in the day that you eat of it you shall die.' ¹⁸ Then the Lord God said, 'It is not good that I should leave the man alone; I will make him a helper as his partner.' ¹⁹ So out of the ground 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 a 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. ²¹ So the Lord God caused a deep sleep to fall upon the man, and he took one of his ribs, and closed up the flesh again. ²² Then the Lord God made the woman out of the rib which he had taken from the man, and brought her to the man. ²³ And the man said, 'This is now bone of my bones and flesh of my flesh; she shall be called woman, because she was taken out of my ribs.' ²⁴ The Lord God said, 'Behold, the man has become like one of us, knowing good and evil. Now he has become like one of us, and he has hidden himself from our presence. ²⁵ Therefore the Lord God sent him out of the Garden of Eden, and he said to the serpent, 'You are cursed above all livestock, and you shall eat of the dust of the ground all the days of your life. ²⁶ And you shall eat of the seed of the woman, and you shall be under her power. ²⁷ And to the woman she said, 'I will greatly multiply your sorrow and your conception; in pain you shall bring forth children. ²⁸ Your desire shall be for your husband, as he desires the Lord God, and he shall rule over you, as the Lord God rules over the Garden of Eden. ²⁹ And you shall be subject to him, as the Lord God is subject to me. ³⁰ And you shall eat of every tree of the garden, except the tree of the knowledge of good and evil. ³¹ For in the day that you eat of it, you shall die. ³² So the serpent deceived the woman, and she ate of the fruit of the tree, and gave some to her husband, who was with her, and he ate. ³³ Then the eyes of both of them were opened, and they knew that they were naked; and they sewed fig leaves together and made themselves a loincloth. ³⁴ Then the Lord God called to the man, and said to him, 'Where are you?' ³⁵ He said, 'I heard the sound of the Lord God walking in the garden at the time of the day, and I was afraid, because I was naked; and I hid myself.' ³⁶ Then the Lord God said to the woman, 'What have you done?' She said, 'The serpent deceived me, and I ate of the fruit of the tree, and gave some to my husband, and he ate.'

Write down three attributes that humanity possesses in Eden.

The Fall:

Genesis 3: ⁶ So when the woman saw that the tree was good for food, and that it was a delight to the eyes, and that the tree was to be desired to make one wise, she took of its fruit and gave some 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 themselves a loincloth. 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 Then the Lord God called to the man, and said to him, 'Where are you?' ¹⁰ He said, 'I heard the sound of the Lord God walking in the garden at the time of the day, and I was afraid, because I was naked; and I hid myself.' ¹¹ Then the Lord God said to the woman, 'What have you done?' She said, 'The serpent deceived me, and I ate of the fruit of the tree, and gave some to my husband, and he ate.'

Which attribute are the man and woman exercising here?

After the Fall:

Now read Genesis 3:16–23

What has changed from humanity's perfect state?

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Activity 19 – Theodicies

Assess 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. Development deals with the origins of evil with scriptural reference to Genesis 2 and 3. It was the term 'absence of good' (privatio boni). Augustine theorised that God created a perfect world in his image and likeness, as recounted in Genesis 2. When Adam and Eve are tempted by the serpent from the Tree of Knowledge, they have committed an abominable sin which marks the beginning of evil. Augustine has humanity paying for their 'original sin' because they are of 'Adam's race'. The majorly succeeds is that it at least attempt to address the origins of sin, but it has accepted the existence of evil as a necessary side-step.

However, the Augustinian theodicy has highly critiqued faults. In punishing the misguided actions of two people, God's omnibenevolence is put into question. It is a harsh reaction. Augustine might reply by arguing that this is now irrelevant as God sent Jesus dying on the cross, cancelling out the erratic behaviour of the earlier God. Another question is, if God made the world perfect, why did evil exist in the Garden at all? Augustine could reply that it was an example of privatio boni. Arguably, the biggest flaw is the theodicy's reliance on scripture. Modern science has now found many alternative theories regarding the creation of the world, which are considered outdated. Augustine unfortunately has little in his favour on this point.

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's plan for a better purpose (Augustinian) or its just being a by-product (process theodicy). The suffering is constructive to the purity of their soul in heaven or hell. Although it is heavily reliant on the afterlife, it is not so scripture bound, making it easier for agnostics to accept. It does not explain the origins of suffering; the underlying fact is that suffering does exist and it is necessary for it. 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 soul is purified and goes on into the afterlife. I take this view. I find this theodicy preferable because it does not rely on scripture in Augustinian theodicy without actually explaining God (as in process theodicy).

 Find three points you could improve this answer.

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Activity 20 – Process theod



Make a list of the attributes of the God of classical theism (one is

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

Description	Term	Per
	Original justice	



Is the God of process theology worth worshipping?

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Activity 21 – 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 (consistent meaning) or equivocal (used in more than one entirely different meaning(s)).

Word	Type	Meaning
car		
nail		
season		
cat		
bow		
head		



Extension: Why did Aquinas reject both univocal language and equivocal language when talking about God?

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Activity 22 – The via negativa or apophatic

Saying something without speaking 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 word without using the word OR any other words mentioned on the piece of paper. No gestures or non-English versions of words and no pointing to anything on the paper. If it has been guessed, the next person in your team (going clockwise) takes a turn. The first person to get six words wins.

 **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

Good
Other forbidden words – Epicurus, Nietzsche, Mackie, Augustine, Irenaeus, evil, absence, privatio boni, Hitler

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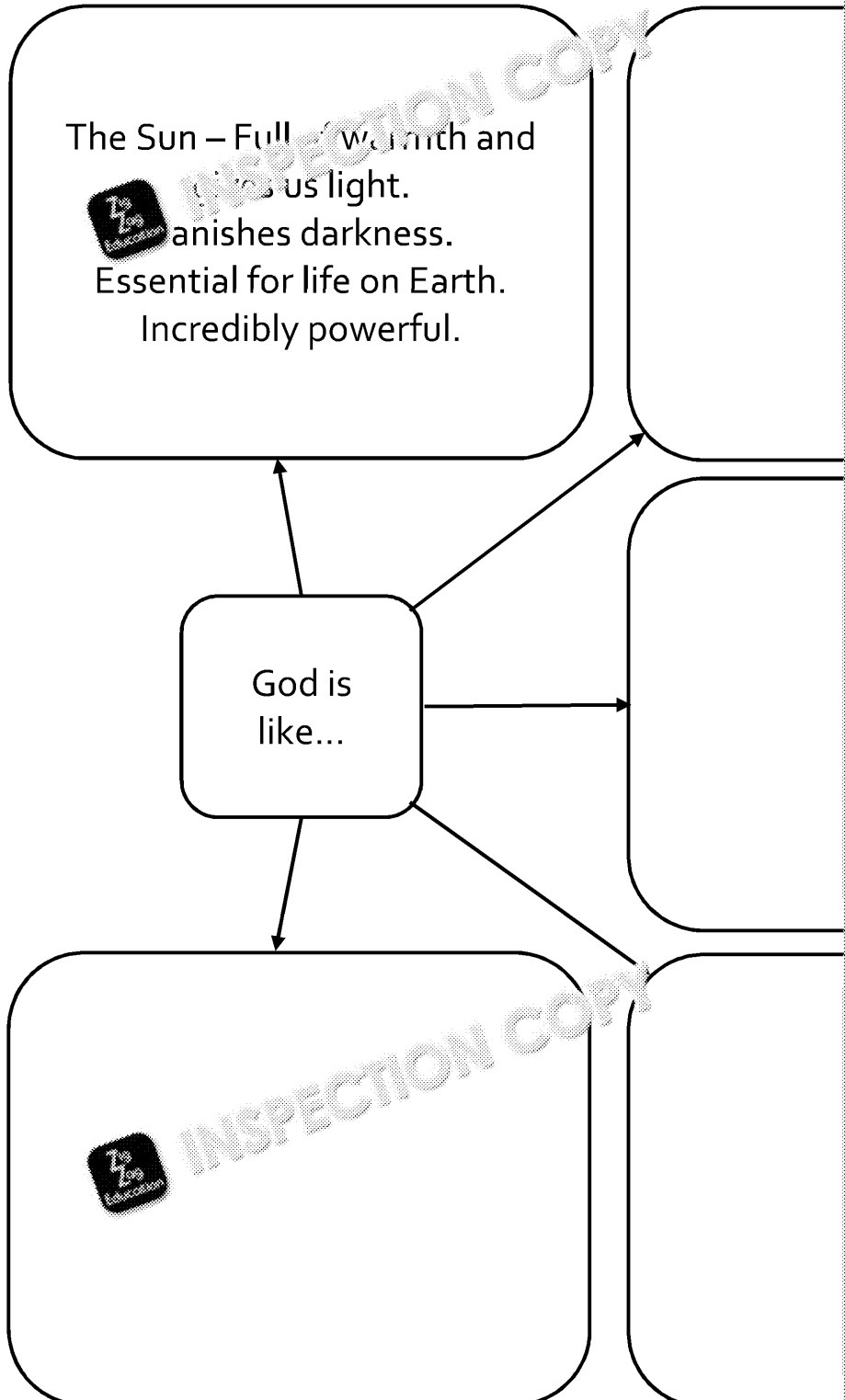


Activity 23 – God analogies

Thomas Aquinas suggests we can know about God through the use of analogies.

Write down four of your own analogies in the boxes provided. And you get started.

At the end, decide which analogy from your class is the most effective.



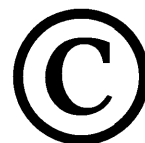
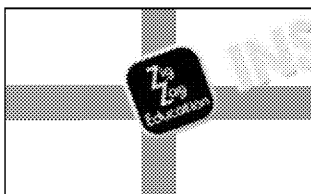
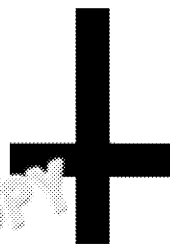
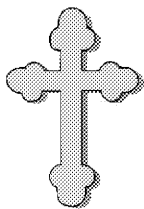
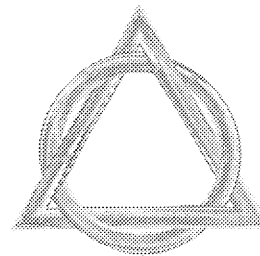
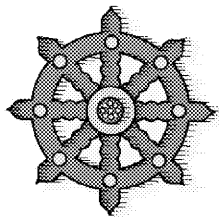
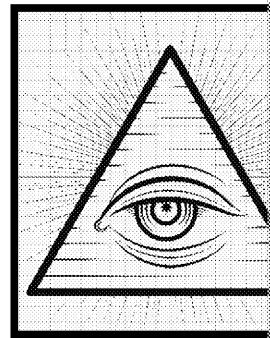
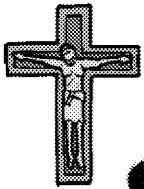
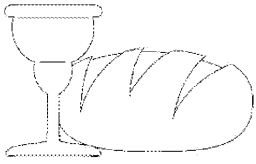
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Extension: Are these analogies good at describing God?

Activity 24 – Decoding symbols

What do each of these symbols represent?



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

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


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Activity 25 – Defined by symbols

Paul Tillich thought that all theological language was symbolic.


 Can you define yourself entirely by symbols?

 Try to define the Pope by symbols alone.



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 Now try yourself. Pick up to five symbols and draw them below.
They might include: clothing brands, sports teams, pastimes or games, logos.

 Are symbols a good way of defining or describing things? What points for and against?



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Activity 26 – Verify me!

Logical positivism tries to specify the conditions under which a proposition is meaningful. In the 20th-century 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. However, they cannot give us any information about something's existence because they are solely about language. For example, 'a triangle has three sides' or '4 equals 4'.
- **Synthetic propositions:** statements that can only be verifiable through some form of empirical science. All 'substantive' knowledge is empirical knowledge. An example is 'the sky is blue'.

All other statements are meaningless.

Consider the following 10 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?

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Activity 27 – Limitations of the verification

These statements all convey some knowledge.

1. The sum of 2 and 2 equals 4.
2. Mark Rothko lets us understand and feel what it is like to be depressed by his 'red' artwork.
3. Alexander the Great was an amazing general who founded 70 cities in battle.
4. Stealing is wrong.
5. The Earth orbits the Sun.
6. If a country experiences a massive economic boom, then a bust must surely follow.

 Which of these is meaningful by the verification principle?

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

 How might each of these statements be useful?

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Activity 28 – Hare’s blik

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 introduce respectable dons that they can find, and after each of them has retired, they say, ‘He would murder you; he spoke to you in a most cordial manner; surely you are convinced now!’ but that was only his diabolical cunning; he’s really plotting against me the whole time; it, I tell you.’ However many kindly dons are produced, the reaction is still the same.

(R M Hare in Flew and MacIntyre (eds), *Naturalism and Philosophy*)

This was a response to Anthony Flew’s retelling of Wisdom’s parable of the blind men and an elephant in the jungle.

 Explain how Hare is rejecting Flew’s cognitivism.

 Do you think Hare is proposing a non-cognitive viewpoint?

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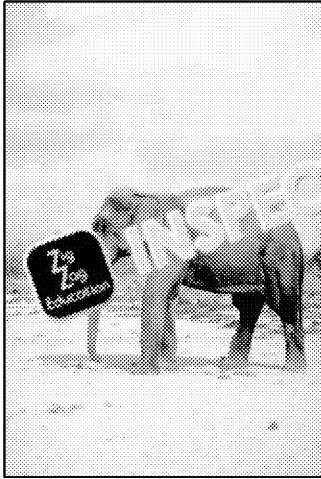


Activity 29 – Joining the falsification

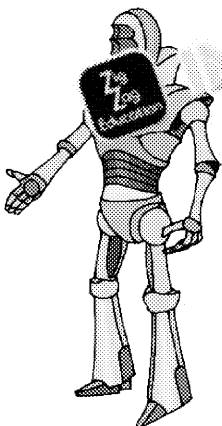
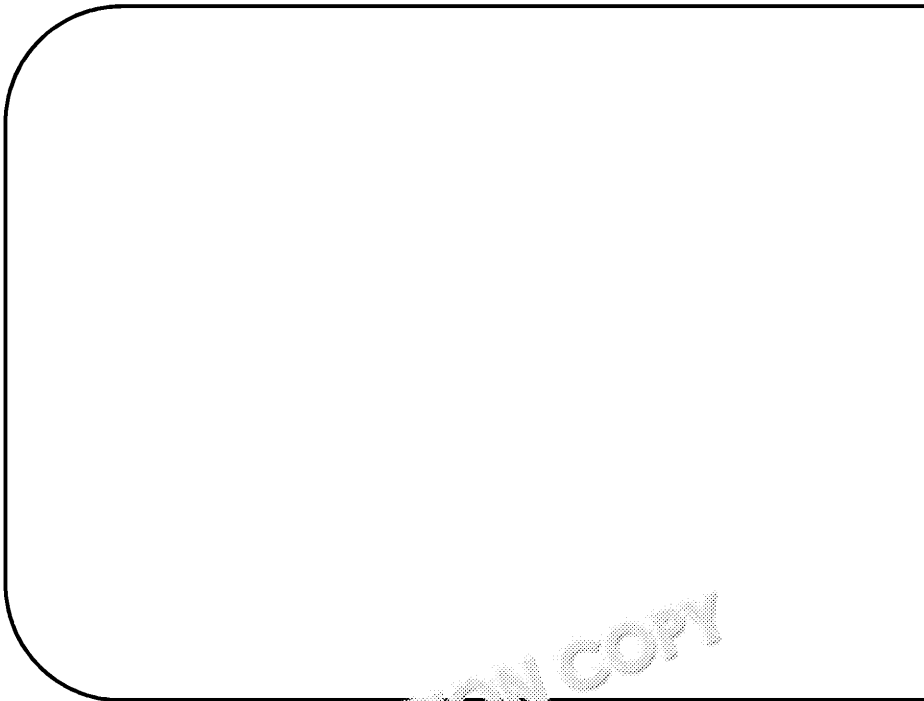
Anthony Flew, Richard Hare and Basil Mitchell all used parables in order to make points on whether talking about God was meaningful in any way.



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



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Activity 30 – A language game

As a swing bowler, I mostly try to get the ball to move away from the batsman. I shine the ball to create the desired swing. My main method of taking wickets is edges to the wicketkeeper or slips and gully fielders but I have a fielder placed at the bat-pad catches and a long leg for when the batsman mistimes a hook from a ball. When I swing, I find my faster balls can get the batsman trapped leg before wicket or bowled.

If you are reading this and don't know anything about cricket, the above paragraph is meaningless. The text is full of words that are specific to cricket or have a specific meaning in cricket.

- 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 fielding positions in cricket.
- A hook is a shot when the batsman attempts to hit a ball above his chest with a bat held vertically.
- 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 talk about 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 in a way that is a language game. Your description with as many technical words as you can. You will then read it and ask you to explain the technical words or words that are part of the language game.



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Activity 31 – Decoding a text

There are at least nine keywords or specialist terms from the course in the text. Language has meaning, but sometimes it needs to be explained for proper understanding of a sentence. Find the terms and explain them so a beginner might understand. The first example is found for you.

Evil can be viewed as the absence of good or the product of misguided human free will which is suffering. Suffering is a type of physical or mental degradation that a person must endure. The problem of evil postulates that if there is a God who is omnibenevolent and omniscient, such suffering should not exist. There is no physical proof of the existence of God, using this reasoning one is forced to conclude that God does not exist. This argument is an inconsistent triad and it is one many philosophers are forced to face.

Terms found:

Example: Evil

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Activity 32 – 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 as ‘language games’, rejecting the idea that language is in some way separate, and arguing concepts do not need to be clearly defined to be meaningful. ‘Language that language has particular meaning within separate social contexts, similarly different rules (hence language games);’ ‘...’ the way in which a statement is understood according to the context in which it is used. Wittgenstein’s famous example was that we could not understand the rules of the language games this is because a language game is not a game, it is a way of life. Wittgenstein’s famous example was that we could not understand the rules of the language games this is because a language game is not a game, it is a way of life. Wittgenstein’s famous example was that we could not understand the rules of the language games this is because a language game is not a game, it is a way of life.

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 because there is the complexity of humanity, as we can understand each other when we are not actually being defined or stated true. However, logical positivists, such as Ayer, and his theory of meaning, contrary to Wittgenstein’s ‘meaning in use’, state that language is confined to discussing what is within human experience. This contradicts Wittgenstein who argues that once we step beyond the realms of what we can experience, then we cannot have this understanding one could infer that the meanings of life and love are nonsense and cannot be proved. Wittgenstein subsequently attacked the logical positivists’ and argued that we can rule out language that couldn’t be true or false, and as we talk about things that are not verifiable we can view Wittgenstein’s argument as having significance.

Another possible strength of Wittgenstein’s concept is that, through his reflection on the limits of language, Wittgenstein came to the conclusion that scientific claims cannot be likened to religious claims as they are not part of the same language game. Therefore, to directly compare science and religion as if they were part of the same game would be to have a complete misunderstanding of both. Religious language. Subsequently this eradicates competition between religious claims as they are no longer in conflict over the same theories; both are completely irrelevant to each other.

On the other hand, by making religion irrelevant as a theory in conflict to science, Wittgenstein’s concept of language games leaves religious believers. This is because someone who is a religious believer indefinitely and Wittgenstein’s Language game verges on nihilism, meaning that it is meaningless to say there is a God for the language of religion is not meaningful. One could see such an idea as a weakness of Wittgenstein’s concept as it gives an air of fantasy about the substantive meaning of religious language. Religious language, the existence of God, heaven, Jesus, the afterlife, etc. This implication could be disagreed with by many believers as for them the Creator is a real entity and another piece in the complex language game.



Extension – Plan out how you would complete the essay.

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Activity 33 – Feuerbach

The work of Ludwig Feuerbach (1804–1872) had a significant impact upon the work of Marx, Freud and Dawkins.

What man is in need of, he makes his God.

What man wishes to be, he makes his God.

These two statements are a summary of Feuerbach's *The Essence of Christianity*. What do they imply about religion?

Does this have any impact on the reality of God?

Apply these statements to the following groups in the world today. Which still has an interesting point of view:

1. Al Qaeda and other violent jihadi terrorist groups
2. Conservative Republican Christians in the USA.

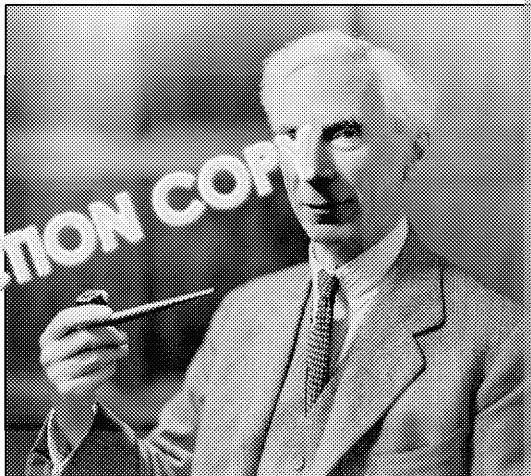
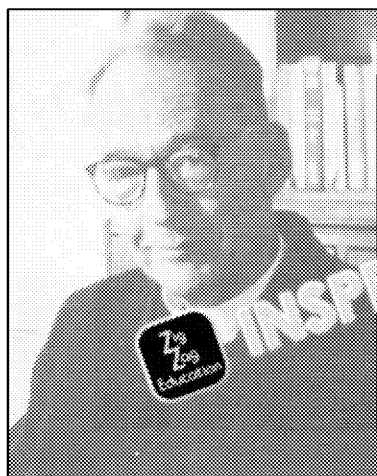
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Activity 34 – Radio debate

Your teacher will either play the radio debate or give you a transcript of the Coplestone and Bertrand Russell.



 Explain what you think was meant by the following statements from the debate.

C: Perhaps you would tell me if your position is that of agnosticism or if you say that the non-existence of God can be proved?

R: No, I should not say that: my position is agnostic.

R: The word 'necessary' I should maintain, can only be applied signifi-
cantly to such as are analytic -- that is to say -- such as logic. I can
deny.

R: And that existence, in fact, quite definitely is not a predicate.

C: But your general point then, Lord Russell, is that it's illegitimate to say
that the cause of the world?

R: Yes, that's my position.

C: If one refused to sit at the chess board and make a move, one can't
be checkmated.



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Activity 35 – Life after death

As you start to consider whether there can be a continuing personal existence after death, think about the ideas in 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 evidence of the world beyond?



Add into each box any religions that might agree with the ideas presented.

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Activity 36 – Do we need a separate

If we can never know the private mental events of another person, why should we have a sort of mind–body distinction?

Gilbert Ryle's logical behaviourism suggests the idea of a mental state is just a disposition or family of behavioural tendencies.

In this theory, when we attribute something such as a belief to a person, we are not saying they are in a particular internal state or condition. Instead, we are describing the things they might do in a particular situation.

In Ryle's work these take the form of conditional statements – if something

IF I am hungry THEN I will find something to eat.



Complete these statements:

They are based on you having a belief that we should protect the environment.

IF I have finished my can of a caffeinated beverage THEN –

IF I am waiting for someone in the car THEN –

IF I see litter on the ground THEN –

IF I see evidence that a company is deliberately polluting rivers THEN –

IF I hear someone telling people lies about global warming THEN –

Both the if and then parts of the sentence are public and observable so we can check them. There is no need for subjective private mental events.

If I say I believe something and then I don't do anything about it, is it really a belief?

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

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

[illegible]

 **Twitter**
@Aristotle

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

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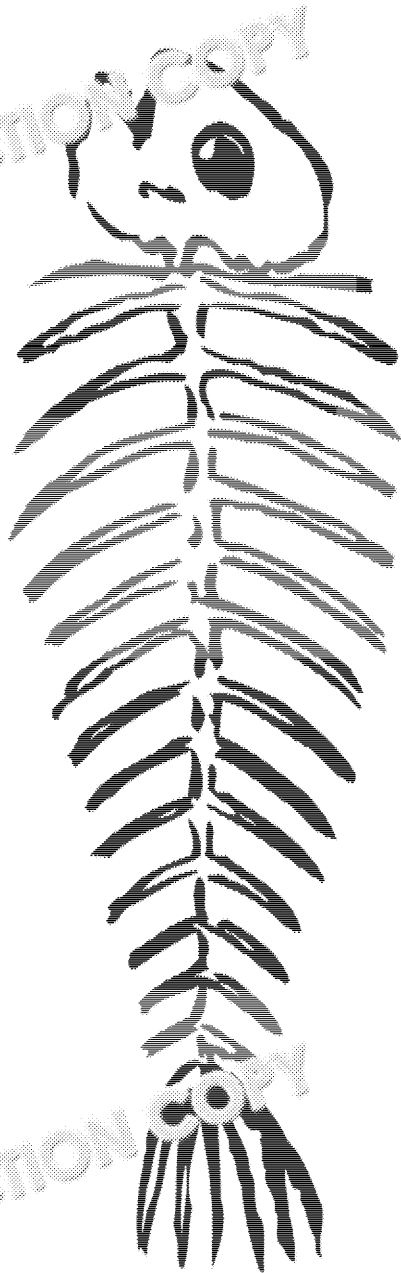
Activity 38 – Contrasting dualism and

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 are 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 Gilbert Ryle.'

Introduction introducing the basic ideas

Descartes' arguments

Your conclusion



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Remember all points need some link so counterarguments are invaluable

Activity 39 – Hume on miracles

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

²² Immediately Jesus made the disciples get into the boat and go on ahead of him to the other side, while he dismissed the crowd. ²³ After he had dismissed them, he went up on a mountainside by himself to pray. Later that night, he was there alone, ²⁴ and the boat was already a considerable distance from land, buffeted by the waves because the wind was against it.

²⁵ Shortly before dawn Jesus went out to them walking on the lake. ²⁶ When the disciples saw him walking on the lake, they were terrified. 'It's a ghost,' they said, and cried out in fear.

²⁷ But Jesus immediately said to them: 'Take courage! It is I. Don't be afraid.'

²⁸ 'Lord, if it's you,' Peter replied, 'tell me to come to you 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!'

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

³² And when they climbed into the boat, the wind died down. ³³ Then 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 Hume say that people believed in this miracle?


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Activity 40 – The challenge of evolution

Darwin's theory of evolution is a vitally important scientific development of the last 150 years of research, and has become the dominant world view in the modern world. It has also been used by atheists as a means of challenging arguments for the existence of God, especially the teleological argument and creationism.


 The theory is often labelled as 'evolution by means of natural selection'. What does natural selection mean?

 Give an example of this.

 Does this mean that we are all descended from monkeys?

 Which concepts within the teleological argument does the theory challenge?

 Explain why some people believe that evolution creates an illusion of design.

Extension  What is the anthropic principle? How might the anthropic principle be used in support of the teleological argument?

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Answers / Teacher's Notes

Activity 1

Rationalism (Plato)	Empiricism
reason The ability of our conscious mind to think, understand and form logical judgements.	sense experience The perceptions we gain from our hearing that enable us to form a picture.
a priori Knowledge gained prior to experience / from reason alone.	a posteriori Knowledge gained through empirical observation.
analytic statements Propositions where the truth is found within said proposition.	synthetic statements Propositions where the truth must be determined by observation.
necessary truth A proposition that cannot possibly be false. It simply has to be true.	contingent truth A proposition whose truth is dependent on the way the world is.
deductive reasoning A chain of logic where the premises entail a certain conclusion.	inductive reasoning Reasoning where the premises support a conclusion or theory.
Innate ideas We are all born with certain knowledge built into us.	tabula rasa The idea that we are born as a 'blank slate', with nothing, waiting to have experience.

Which school of thought can be used to work out how many sides a hexagon has? Rationalism, as it is a geometric term. The definition of a hexagon is a six-sided shape.

Which school of thought can be used to work out if it is raining outside? Empiricism. We use our own sense experience to determine whether it is raining or not.

Activity 2

The labelling should be relatively simple, highlighting the different parts of the poem and the nature of the stone.

The students should have a knowledge of the argument from GCSE and be able to apply it to this Level study.

Brief recap of watchmaker analogy – you find a watch on a heath. Unlike the stone, this was not about by accident. It is too intricate in its design. The pieces all work together and have been put there by intricate in design, works well and could have not come about by accident. It is proof of a designer.

Activity 3

The task is a reminder that an analogy can never be a watertight argument.

How it works	Analogy	How it fails
Women can live just fine without a man; men are not essential for life.	A woman needs a man like a fish needs a bicycle	Fish never need, and can live without a bicycle are incomplete. Women can have sex without a man; they wish to reproduce, romantic and/or sex.
He sounds smooth and luxurious.	He had a voice like velvet	Velvet gives off fluff.
He is tough and stable, and provides good foundations.	He is my rock	He is stupid, unchangeable.
Life has many different aspects that you can enjoy.	Life is like a box of chocolates	Life comes with a lot of pain and suffering, melting.

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Activity 4

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

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.
 - The universe is much more like an animal than a machine, and we do not plan and build animals in the same way as machines.
- **Randomness**
 - The available evidence does not suggest planning, order and purpose.
 - Just because things in nature have designers, that doesn't mean the universe has a designer. We have the experience of houses being designed and built, but the world's not designed and built.
- **Effect and cause**
 - We cannot judge the attributes of the creator by what is created. The present world 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.

Activity 5

The cosmological argument

The purpose of a plant is to propagate itself (reproduce and continue the species) and maintain the balance of oxygen and carbon dioxide in the atmosphere.

- A – Flowers. These attract pollinators to visit the reproductive organs of the plant.
- B – The leaves are the primary means of photosynthesis, helping the plant to grow and maintain the balance of oxygen and carbon dioxide in the atmosphere.
- C – The seed is the potential for new life, thus propagating the species.
- D – The stem elevates the leaves, flowers and seeds, enabling them to perform their functions.
- E – Roots. These extend into the ground in order to provide stability and food, so the plant can grow.

Aquinas would say that the potato plant, like the rest of the ecosystem, was set in place by God to sustain the world for humanity to live in it.

Activity 6

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

Cause	Effect	Necessary?	Notes
Revise hard for A Levels	Get good grades	No	Students manage to get good grades for other reasons. This is not necessary.
The Sun provides light	Life on Earth may exist	Yes	The Sun provides the essential energy for life on Earth.
Work long hours	Make lots of money	No	Lottery winners, who do not work, are paid well for nothing as do those who win the lottery.
God	The universe exists	Yes	If God exists, the universe must exist.
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 lack of a logical argument (a non-physical thing) to God (a non-physical thing).

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Activity 7

The first diagram showing infinite regression should have something that looks like a diagram showing Aquinas' solution should have a 'necessary' start point.

Modern scientific enquiry has shown many counter-intuitive ways in which the very microscopic, actually works, and there is no reason to truly put forward, philosophy that infinite regress of causes is physically or metaphysically impossible.

An example of something that is difficult to understand is that electrons only seem to exist other times they are merely clouds of possibility. Solid matter is also mainly empty space, it as a particular object.

He argues that the logic of the principle of sufficient reason means that if an explanation is needed for any object. Therefore it is not possible to simply assert that there must be a principle of sufficient reason. We have to ask what the explanation for that is. That it is pointless to ask what the ultimate explanation for the universe is; it is outside of beings to ask and has no question satisfactorily and so we just have to accept that there is a brute fact.

Activity 8

A quick five points:

- The ontological argument is logical, analytic, a priori and deductive.
- Anselm proposes the being 'that than which nothing greater can be conceived' better than not, God must necessarily exist.
- Descartes argued that anything perfect must exist since a perfect thing would exist. Existence is a predicate of a supreme being.
- Anselm responds to Gaunilo's island criticism by suggesting islands are created by God possesses maximal qualities and is perfect.
- Kant says that existence is not a predicate. It adds nothing to the concept of the concept, e.g. 'omnipotent' tells us about power.

Extension: Something extra for the Kant section – existence is not part of the essence of a perfection.

Activity 9

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

The monk and philosopher Gaunilo rejected Anselm's argument by making a parallel to a concept of the greatest conceivable island – beautiful and great in all respects. No island exist in the mind only or in reality as well?

According to Gaunilo, Anselm's logic is absurd because it demands that this island must be any other land existing in reality and a more excellent than it'. The greatest conceivable island must exist in reality.

Answers

Ask the students whether the best of the three things they have had is better than the best of the three things they have never experienced anything this good – ideals are not actual and not actually exist in the real world.

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Activity 10

Quality	Definition
Ineffable	The experience is beyond adequate description with words.
Noetic	The experience reveals something about the nature of God to the recipient.
Transient	The experience is short-term but has long-term consequences for the recipient.
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 overwhelmed and couldn't describe them.
2. St Paul's conversion was noetic; it revealed to Saul that Jesus lived on and was with him.
3. My hipster phase was transient, but I now understand those who want to grow up.
4. I passively watched the race and didn't take part because of my injury.

Activity 11

The task emphasises that conversions are a very important thing and often mark a turning point in a person's life.

	Before	After
	Michael King Jr	Martin Luther King Jr
	Cassius Clay	Muhammed Ali
	Stefani Germanotta	Lady Gaga
	Bruce Jenner	Caitlyn Jenner
	Saul	St Paul

Lady Gaga is the odd one out. She kept her other name and the changed name is for her stage name.

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Activity 12

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

Moses

Moses is alone in the wilds, majestic and mountainous scenery all around. He is likely overwhelmed. He may be suffering from exposure. He may also still harbour mass murder and abandoning his people and be looking for redemption.

Teresa

Teresa had suffered from illness and had visions during it. She may have been delirious, run away from home desperate to become a Christian martyr. She really wanted visions designed to alter her state of consciousness.

Bernadette

Bernadette came from a poor family and may have wanted something to happen. She also had her first vision in a cave in Lourdes in February in the cold. She may have been adverse to the idea of a cure.

Activity 13

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

Islam – Muhammad – Visions and Angel Jibril in the cave.

Christianity – Jesus' disciples and Saul/Paul – Jesus' ministry, miracles, death and resurrection. Note that Jesus isn't the one who has a religious experience if he is considered to be a conversion experience on the road to Damascus.

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 religions have experiences that were believed.

All (bar Jesus' disciples to some extent) were respected members of their community if they were lying and caught out.

Activity 14

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

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

- What makes us believe people?
- Why do we instinctively trust some people?

Activity 15

This should be done after some basic study of Freud and his impact on future atheism.

Obviously Freud's ideas may be divisive in the classroom and care should be taken not to undermine belief. His views were very strong.

Freud was thinking about experiences that provide consolation or a challenge when we are in pain. These experiences might show that we are being noticed, cared for, loved, forgiven, punished, the existence of an afterlife, a reason for life, the reasons for suffering, etc.

Both Dawkins and Freud believe that religion has, and still does, prevent the development of science through reliance on myths rather than empirical evidence.

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Activity 16

The task is designed to highlight the existence of many types of suffering; some self-inflicted and some beyond understanding.

Answers

The holocaust example or the starving child are likely to be at the top, with the revision and fasting at the bottom. This will likely reflect that benefits come with revision and fasting, but not with the holocaust or the starving child.

Learning and prison are likely to be seen as worthwhile.

Students are likely to find some suffering difficult to justify which should help them think about the evil in more depth.

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

Activity 17

Example 1 is deductive reasoning because the argument is based on logic and cannot be proven alone.

Example 2 is inductive reasoning used to give a reasonable belief that the volume of suffering is inconsistent with the possibility of a loving and powerful God. It is not certain but suggests genocide and a tsunami.

Activity 18

You will need a copy of Genesis chapters 2 and 3 for this task.

Before: Innocence, immortality (possibly – many Christian groups have believed that death came into the world because of sin), dominion. (Could include free will.)

The Fall: They are exercising free will.

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

Activity 19

You will need a copy of the exam board marking criteria for this task. The task could be used as a starter or plenary.

This response is a very short one and could obviously be improved by adding more detail. It is a good example of a short response to add at least two to each theodicy.

Answers

Other things to look for:

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

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Activity 20

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

Description	Term	Perspective
All-powerful	Omnipotent	God is not all-powerful in a logically possible or without limits sense. God does not have coercive powers of persuasion which are part of his relationship with people and so cannot act.
All-knowing	Omniscient	Arguably pantheistic, so
Everywhere	Omnipresent	Arguably pantheistic, so
Good	Benevolent	God is not free to stop all moral evil, and as such is not good. God is benevolent and the
Immediately present	Immanent	God is only immanent.
Outside of time and space	Transcendent	God is not transcendent as he is limited by time and space and its limits and constraints to his
Referred to as a 'person' rather than an impersonal force	Personal	God can still be this.
The maker of the universe	Creator	Process abandons ideas of creation and so arguably leads to a pantheistic

The God of process theology is significantly reduced in power, and arguably no longer God.

Activity 21

The activity is designed to help students consider whether the language they use can be used to describe God.

Word	Type	Meaning
car	univocal	A wheeled vehicle with a relatively small engine.
nail	equivocal	The hard section at the end of a finger or thumb used to hold something in place or to do something.
season	equivocal	A division of the year and a time of year.
cat	univocal	A feline animal.
bow	equivocal	An old weapon, an action of a ship, something to go in your bow, or your bow.
hallway	equivocal	A type of entrance portal, a hallway, or a hallway.

Extension: Aquinas rejects univocal language because it can anthropomorphise God and make him an object in the world.

He rejects equivocal language because if what we say about God can have an entirely different meaning, we can say nothing of use.

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Activity 22

Cut out the following sections and place them in a hat or similar receptacle. In groups of four, take turns at drawing a concept out of the hat and attempting to describe it without using 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.

TO READ OUT:

You will each in turn draw out a concept from the hat. You have to get your team to guess the word using the word OR any other words mentioned on the piece of paper. No sign language, no versions of words and no pointing to anything on the walls. When your word has been guessed, your team (going clockwise) takes a turn. The first team to get all six words wins.

Activity 23

The students should feel free to be very creative on this task and may come up with many other possible answers. Other possible answers could be 'God is like the air' – all around us and inside us, 'God is like my mother' – caring and forgiving but still sets rules and gets angry with us.

Extension – Yes, but in a very limited way and they tend to anthropomorphise God.

Activity 24

Most of these symbols should be familiar to the students but those with a dual meaning are symbols for more than one thing should provide a discussion about univocal or equivocal language.

Answers (left column followed by right column)

Bread and wine / the Eucharist – symbol of Christ's sacrifice / Christ's body and blood.

The crucifix – symbol of Jesus' death for humankind.

The Aum – symbol for the sound of creation and also used by Hindus as a symbol of the sacred in Eastern faiths.

The Wheel of Dhamma – symbol of the Noble Eightfold Path.

The cross – symbol of Jesus defeating death and rising again.

The cross of St George – flag of England and other places with St George as patron saint. Used by English nationalists and racists.

Thumbs up – symbol expressing things are good.

Danger of death – symbol advising caution in a place.

The All-seeing Eye – symbol of the mythical Illuminati conspiracy and used by the Illuminati to represent Providence (God's eye) on money in the US.

The Trinity – symbol expressing the mystery of the Christian concept of the Trinity.

The cross of St Peter – Christian image of an inverted cross symbolising the way St Peter was crucified. Sometimes used by those who wish to have an 'anti-Christian' symbol.

Copyright – symbol showing that a piece of work is protected by law from being copied for monetary gain.

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

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 – 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

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Activity 25

The Pope could have any number of symbols associated with the Vatican, including his hat, a crucifix, the keys of St Peter, the Eucharist.

The activity gives the students a chance to develop some self-awareness while considering symbols.

Sometimes symbols can be useful in defining and describing things, but not for everything. Some complex ideas cannot always be simply expressed.

Activity 26

1. God exists.
Meaningless. God is not made of matter or energy – therefore, this cannot be tested.
2. God does not exist.
Meaningless. Same reason as above.
3. Christians believe they are punished for their sins.
Meaningless. We can't ask them.
4. Jesus has a heart.
Meaningful. Historically verifiable – we know how to verify, but we lack the technology.
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 all. 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 tested.
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 are meaningless. Only statements which believers believe is verifiable.

Activity 27

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

Answers

Only statements 1 and 5 are meaningful, yet none of them are useful in some way.

Students are often stuck in a position where they think that something must have physical evidence to be a 'fact', yet we find that in the arts and claim knowledge of right and wrong (social knowledge or opinion).

The biographies of Alexander the Great were written nearly 200 years after his death. They are not factual, and if we discount economic theories then the world will undoubtedly survive.

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Activity 28

Explain how Hare is rejecting Flew's cognitivism.

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 example, a person will not accept evidence against his view, but the difference between his view and reality is not because it alters how he lives.

A disagreement in bliks cannot be decided using empirical experience. But the disagreement can be decided using logical arguments.

Do you think Hare is proposing a non-cognitive viewpoint?

It is unclear whether Hare thinks religious language is cognitive or not.

Bliks can be true or false, which suggests that they are cognitive, BUT because bliks cannot be falsified, Hare claims that they work more like attitudes. This would suggest that they are non-cognitive.

Activity 29

The exercise is designed to give students a chance to creatively express their understanding of the problem of evil.

They should ideally have already studied Flew, Hare, Mitchell and Aquinas. You could also discuss 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 explain the problem of evil.

As Aquinas is proposing analogies, students may use some biblical examples, as Aquinas does with the blind men and the elephant. If they are feeling clever, a parable about telling people understand it would be at an appropriate meta level.

Activity 30

The aim of this task is for the students to link their philosophy work to something relevant to their own lives.

The teacher could read the opening section out loud and ask if any of the students can relate to it.

The task could be expanded to include the whole class if students were comfortable with sharing their responses.

Activity 31

This task acts as both a consolidator with language games and as a piece of revision for the problem of evil.

Keywords found:

- Evil – That which causes suffering. Seen as something immoral.
- Absence of good – The idea that evil is caused when there is an opportunity for good that is not taken.
- Free will – The ability to choose your own course of action, without interference from God.
- Suffering – The result of evil. Undergoing pain, hardship or distress.
- Omniscient – Attribute of being all-knowing.
- Omnipresent – Attribute of being everywhere.
- Omnipotent – Attribute of being all-powerful.
- Omnibenevolent – Attribute of being all-good.
- Inconsistent triad – This is an expression of the problem of evil and states that these three statements to all be true – they are inconsistent with each other.
 - God is omnipotent
 - God is omnibenevolent
 - Evil exists

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Activity 32

You will need a copy of the exam board marking criteria for this task. The task could

Answers

Things to look for:

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

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

Wittgenstein's famous example: if a lion could speak, we could not understand him. This was criticised by the famous conservationist John Aspinall, saying that Wittgenstein's time with lions was short. What Wittgenstein means by this example is that the world and our lives are so disparate from our own wants and needs that its conversation would be completely incomprehensible. As Aspinall states, the idea that we are so different from lions as to find communication a contradiction of Darwinian evolutionary links and subsequently supports an interaction between us and the rest of the animal kingdom. Aspinall's contradiction highlights the problem in that, by the understanding of the language games, we would be unable to communicate in different contexts as we are too different and isolated from each other.

In conclusion, although Wittgenstein's notion is significant and carries interesting implications, the language only having meaning in use and that language by itself is meaningless, it does show it is not completely foolproof and is subject to contradiction and, therefore, his theory is not put forward by the Vienna Circle (the logical positivists) and by Aspinall show that his theory is not completely applicable, although it does contain fascinating philosophical conclusions.

Activity 33

The statements imply that God is a projection of the perfection of the attributes of human knowledge, power and goodness.

'God' has those things we desperately crave, such as companionship, understanding, purpose in our lives and a way to face our deaths.

Our beliefs do not cause there to be a god or not. God, if God exists, is entirely independent of our beliefs.

1. Those in Al Qaeda may feel angry about the influence of the West on their culture, damaging it and also believe that the capitalist banking system is against their beliefs. They believe that God agrees with them.
2. Conservative Christians in the USA have pushed their views on government, homosexuality and a variety of other topics into their faith, along with selective

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Activity 34

This is a revision activity for some of the Year 1 material from sections 1 and 2.

C: Perhaps you would tell me if your position is that of agnosticism or of atheism. Can the non-existence of God can be proved?

R: No, I should not say that: my position is agnostic.

Russell believes that attempts to prove or disprove the existence of God are doomed.

R: The word 'necessary' I should maintain, can only be applied significantly to propositions such as are analytic -- that is to say -- such as it is self-contradictory to deny. Theoretical statements only in his opinion. Necessary meaning something that has no empirical content. Cosmological argument.

R: And that existence, in fact, quite definitely is not a predicate. Students should link this back to Kant's critique of the ontological argument.

C: But your general position, Lord Russell, is that it's illegitimate even to ask the question of the world's origin?

R: Yes, that is my position.

This is referring to the question of who caused the universe, why, and where did it come from. We should not waste time on it.

C: If one refused to sit at the chess board and make a move, one cannot, of course. Coplestone is frustrated here because Russell doesn't think there is a conversation to be had.

Activity 35

This should provide ample discussion points and provide a reference for students linking concepts in exam questions.

Resurrection – Christianity and Islam

Reincarnation – the Eastern faiths

Other world – all major world religions

Souls – Permanent – Christianity/Islam/Hinduism/Sikhism, most Jews

Activity 36

IF I have finished my can of a caffeinated beverage THEN – I put the can in the recycling bin.

IF I am waiting for someone in the car THEN – I turn off my car engine.

IF I see litter on the ground THEN – I pick it up and dispose of it properly.

IF I see evidence that a company is deliberately polluting rivers THEN – I boycott the company. I do the same.

IF I hear someone telling people lies about global warming THEN – I correct them.

If I say I believe something and then don't do anything about it, is it really my belief? Ryle would suggest that it isn't. There is no corresponding observable behaviour.

Activity 37

This activity is designed to get students to be able to recognise which terms go with which philosopher and to be able to prioritise the terms that are more fundamental to the philosopher's view.

An example for Plato could be:

@Plato

#immortalsoul 3aspects 1#reasonrules searches truth/Forms 2#spirittrained aggressive 3#desirechained #dualist #seekingharmony

@Aristotle

#soul is Efficient + Final cause of body. Plants have faculty of nutrition, animals and humans have intellect as well

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Activity 38

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

The introduction:

This should be focused on introducing the basic concepts of dualism, monism and which Descartes and Ryle fall should be mentioned and some key concepts explored.

Descartes:

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

Ryle:

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

Conclusion:

The student should have a clear view expressed through arguments before they go to finalise the essay, summarising up the arguments.

Activity 39

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 witnesses; in addition eyewitnesses had in making sure something impressive was reported.

Activity 40

The task is to ensure that all students have a decent knowledge of the scientific and teleological argument. They should have studied it at key stages 3 and 4.

1. Natural selection is the process whereby organisms better adapted to their environment produce more offspring.
2. Examples might include the neck of the giraffe getting longer to reach leaves on tall trees, and the tail feathers of the peacock becoming more and more bright and elaborate.
3. We are not descended from monkeys. This is a common accusation from the theory of evolution teaches this. According to the theory of evolution, humans and monkeys are both descended from a common ancestor which is different from both.
4. Order (that everything in the world doesn't work perfectly and have a place) and purpose (that everything has a purpose and ending up as a different thing implies that it had no purpose).
5. The species that survive are fit for purpose – the evolutionary dead ends die out.

Extension:

The anthropic principle has two forms:

Weak anthropic principle –

The circumstances in our universe are such that the emergence of life is possible. This could fit in with theism (God has enabled life), but does not so clearly suggest a plan and

Strong anthropic principle –

The circumstances in our universe are such that the emergence of life is inevitable. Theists could use this to argue teleologically, that God has intended a human-life.

They can place natural selection as a part of a plan.

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