The course

Philosophy, Ethics and Buddhism (A Level Religious Studies)

Why do it?

- **Religious Studies is the study of the philosophy of religion; an opportunity to question life, the universe and everything! Can we prove God exists? Was the world created or did it evolve? Is there life after death? Investigate and have your say about some of the most highly-debated issues in the world today.**
- This is a fascinating Philosophy, Ethics and Buddhism course which focuses on some of the biggest questions that human beings can ask: is there a God? Where did the universe come from? Why does God allow evil to exist? How do I decide what is right and wrong? What about abortion and euthanasia? Should there be rules about sex? Why do billions of people believe in religions? Are all faiths equally true? You don't have to be religious to realise that those questions are very important.
- Our students love thinking, debating and writing about issues such as these. Our staff are enthusiastic experts who are also examiners and authors. Over the years we have demonstrated that students who work hard will achieve excellent results. Just as importantly, they thoroughly enjoy the time they spend with us!

Philosophy, Ethics and Buddhism (A Level Religious Studies)

Course Overview: 3 components to the course

•**Philosophy of Religion**

Philosophy of Religion explores different arguments for the existence of God and examines the challenge to religious belief from the problem of evil. Other topics studied include the issues with religious experience and whether the soul is something spiritual and separate to the body or just thoughts within the brain

•**Ethics**

Ethics explores what it means to say that an action is right or wrong or that a person is good or bad. You will consider the role that conscience can play in our decision-making. You will also examine ethical dilemmas that surround issues of life and death

•**Buddhism**

Buddhism is unusual for being the only major religion that does not revolve around a belief in God. You will study the main teachings and practices of Buddhism and ask questions such as - What happens to a Buddhist when they die? How does meditation lead to enlightenment? Why don't Buddhists believe in a soul?

Philosophy of religion (H573/01)

To do	To teach	To RAR (revise, assess and review)
1. Ancient philosophical influences on Philosophy of Religion	(including an introduction to the unit)	3 lessons
2. Soul, mind and body		3 lessons
3. Arguments for God based on observation		3 lessons
4. The ontological argument		3 lessons
5. Religious experience		3 lessons
6. The problem of evil		3 lessons
7. The attributes of God		3 lessons
8. Religious language: Negative, Analogical or Symbolic		3 lessons
9. Religious language: 20th century perspectives and philosophical comparisons		3 lessons
Component revision		

	Y12
	T6 Y12 and T1 Y13
	Y13

Religion and ethics (H573/02)

To do	To teach	To RAR (revise, assess and review)
1. Natural Law	(including an introduction to the unit)	3 lessons
2. Situation Ethics		3 lessons
3. Kantian Ethics		3 lessons
4. Utilitarianism		3 lessons
5. Euthanasia		3 lessons
6. Business Ethics		3 lessons
7. Meta-ethical theories		3 lessons
8. Conscience		3 lessons
9. Sexual Ethics		3 lessons
Component revision		

	Y12
	T6 Y12 and T1 Y13
	Y13

Content of Developments in Buddhist thought (H573/06)

To do	To teach	To RAR (revise, assess and reflect)
The Buddha	(including an introduction to the unit)	3 lessons
Taking Refuge		3 lessons
Samsara		3 lessons
The three marks of existence		3 lessons
The four noble truths		3 lessons
Meditation		3 lessons
The Development of Mahayana Buddhism		3 lessons
Madhyamaka and Prajnaparamita		3 lessons
Buddhism in the Far East		3 lessons
Buddhism in the West		3 lessons
Engaged Buddhism and Activism		3 lessons
Buddhism and Gender		3 lessons
Component revision		

	Y12
	T6 Y12 and T1 Y13
	Y13

How are you assessed?

- 100% Exam (there are three written exams, one for each component)
- Awarding Body: OCR

How are you assessed? One straightforward thing about the OCR course we study is all assessment is through 40 mark essay questions

- In the essay you will be awarded marks in two areas (these two areas are assessed in each question)

- **AO1= Learning about religion. Explain skill.** This involves critical analysis and explanation of ethical ideas. USE PRACTICAL EXAMPLES. **(16 marks)**

- **AO2= Learning from religion. Evaluation skill.** This involves discussing the strengths and weaknesses of an ethical idea IN THEORY AND PRACTICE SO GIVE PRACTICAL EXAMPLES. **(24 marks)**

Typical Plan

- Intro **(context, key tension + bias)**
- Theme 1 ***()***
- Theme 2 ***()***
- Theme 3 ***()***
- Theme 4 ***()***
- Conclusion **(bring it back to the question)**

-Define and repeatedly refer back to what the question is asking from you

-Select appropriately. Select and categorise/structure your points to meet the particular requirements of the question asked. Remember, you're not expected to include all possible relevant points, although you do need a range of views. You need to be selective. Selective. Selective.

-Once you've selected, make the most of the material you have included. Critically engage. Bring in your own relevant insights. Use and integrate examples.

16/40 (40%) of the marks are for EXPLANATION (AO1)

Level (Mark)	Assessment Objective 1 (AO1) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief
6 (14–16)	An excellent demonstration of knowledge and understanding in response to the question: • fully comprehends the demands of, and focusses on, the question throughout • excellent selection of relevant material which is skillfully used • accurate and highly detailed knowledge which demonstrates deep understanding through a complex and nuanced approach to the material used • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
5 (11–13)	A very good demonstration of knowledge and understanding in response to the question : • focuses on the precise question throughout • very good selection of relevant material which is used appropriately • accurate, and detailed knowledge which demonstrates very good understanding through either the breadth or depth of material used • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
4 (8–10)	A good demonstration of knowledge and understanding in response to the question: • addresses the question well • good selection of relevant material, used appropriately on the whole • mostly accurate knowledge which demonstrates good understanding of the material used, which should have reasonable amounts of depth or breadth • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding
3 (5–7)	A satisfactory demonstration of knowledge and understanding in response to the question: • generally addresses the question • mostly sound selection of mostly relevant material • some accurate knowledge which demonstrates sound understanding through the material used, which might however be lacking in depth or breadth • generally appropriate use of technical terms and subject vocabulary. A satisfactory range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with only partial success
2 (3–4)	A basic demonstration of knowledge and understanding in response to the question: • might address the general topic rather than the question directly • limited selection of partially relevant material • some accurate, but limited, knowledge which demonstrates partial understanding • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches, and/or sources of wisdom and authority are used to demonstrate knowledge and understanding with little success
1 (1–2)	A weak demonstration of knowledge and understanding in response to the question: • almost completely ignores the question • very little relevant material selected • knowledge very limited, demonstrating little understanding • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and/or sources of wisdom and authority to demonstrate knowledge and understanding

16/40 (40%) of the marks are for EXPLANATION (AO1)

TIPS

-Define and answer the specific terms of the question asked.
-Your introduction needs to briefly identify the background/roots to the key theory in the question.
-The best essays also show an awareness of the wider philosophical/religious implications of the question. For example, a candidate answering a question on the ethics of euthanasia might consider that this is related to a wider debate about the value of human life.
-Along the way, make brief and relevant comparisons to other approaches/thinkers. How do they compare/contrast to the approach in the question?
-Mind your language! Accurate use of key terms will impress!
-Use appropriate and reasonably 'snappy' examples to explain how the theory in the question might work in practice.
- A good explanation point to include in a conclusion would identify what you think is the most significant feature and/or implication of the approach in the question.

USEFUL PHRASES

-A key tension is between… and…
-The significance of this is… because…
-An equally significant aspect of…
-Having considered X, it is also reasonable to look at …
-The meaning expressed in the quotation ...
-This approach is similar to the …. position…
-For example…
-Another way of viewing this is…
-Referring to… X argues that…
-The fundamental feature seems to be…
-The implications of this are…/ As a consequence…
-According to… ; this shows us that…
-…the consequence is…
-Therefore…
-Firstly…
-Secondly…
-Nevertheless…
-However…
-X introduces/champions the idea that…
-It can be noted that…
-To summarise…
-One alternative interpretation is..
-Another key thing to consider…
-We can see from this that...
-Furthermore…
- The main assumption/principle behind this being…
-This illustrated in…
-As a result of this…

24/40 (60%) of the marks are for **EVALUATION** (AO2)

Level (Mark)	Assessment Objective 2 (AO2) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study
6 (21–24)	An excellent demonstration of analysis and evaluation in response to the question: • excellent, clear and successful argument • confident and insightful critical analysis and detailed evaluation of the issue • views skillfully and clearly stated, coherently developed and justified • answers the question set precisely throughout • thorough, accurate and precise use of technical terms and vocabulary in context • extensive range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation Assessment of Extended Response: There is an excellent line of reasoning, well-developed and sustained, which is coherent, relevant and logically structured.
5 (17-20)	A very good demonstration of analysis and evaluation in response to the question: • clear argument which is mostly successful • successful and clear analysis and evaluation • views very well stated, coherently developed and justified • answers the question set competently • accurate and appropriate use of technical terms and subject vocabulary. • a very good range of scholarly views, academic approaches and sources of wisdom and authority used to support analysis and evaluation Assessment of Extended Response: There is a well–developed and sustained line of reasoning which is coherent, relevant and logically structured.
4 (13-16)	A good demonstration and evaluation in response to the question: • argument is generally successful and clear • generally successful analysis and evaluation • views well stated, with some development and justification • answers the question set well • mostly accurate and appropriate use of technical terms and subject vocabulary. • a good range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation Assessment of Extended Response: There is a well–developed line of reasoning which is clear, relevant and logically structure.
3 (9–12)	A satisfactory demonstration of analysis and/evaluation in response to the question: • some successful argument • partially successful analysis and evaluation • views asserted but often not fully justified • mostly answers the set question • generally appropriate use of technical terms and subject vocabulary. • a satisfactory range of scholarly views, academic approaches and sources of wisdom and authority are used to support analysis and evaluation with only partial success Assessment of Extended Response: There is a line of reasoning presented which is mostly relevant and which has some structure.
2 (5–8)	A basic demonstration of analysis and evaluation in response to the question: • some argument attempted, not always successful • little successful analysis and evaluation • views asserted but with little justification • only partially answers the question • some accurate, but limited, use of technical terms and appropriate subject vocabulary. • a limited range of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation with little success Assessment of Extended Response: There is a line of reasoning which has some relevance and which is presented with limited structure.
1 (1–4)	A weak demonstration of analysis and evaluation in response to the question: • very little argument attempted • very little successful analysis and evaluation • views asserted with very little justification • unsuccessful in answering the question • very little use of technical terms or subject vocabulary. • very little or no use of scholarly views, academic approaches and sources of wisdom and authority to support analysis and evaluation Assessment of Extended Response: The information is communicated in a basic/unstructured way.
0 (0)	No creditworthy response

24/40 (60%) of the marks are for **EVALUATION** (AO2)

TIPS
- Define and answer the specific terms of the question asked. -Broadly speaking, you will need to comment on the extent to which a particularly approach is (a) attractive and (b) coherent (c) successful in practice (implications) However, read the first line again! The points you make need to refer the core issue and specific terms of the question. -You are expected to draw on the criticisms and defence made by relevant thinkers on the theory in the question. The best candidates will go beyond this and comment whether or not they think the evaluation of other thinkers is valid. -Bear in mind that your answer **does not** need to give an equal weighting of for and against points. Nonetheless, you will need to refer to both sides of the argument. -Ultimately, the examiner **does need** you to give your own , well justified view . It makes sense for you to 'set the scene' for your view throughout , rather than springing it on the examiner at the very end! -Your conclusion should refer back to the specific terms of the question.

USEFUL PHRASES	
-The theoretical attraction might be… However, in practice… *-This counter argument is supported by evidence from/the experience of…* *-Despite these criticisms… the popularity of … remains largely undiminished.* *--In the face of such criticism, proponents of…have responded in a number of ways…* *--Although X may have a strong point, it's important to acknowledge…* *-One of the most important arguments in favour of …. is…*	*It is important not to assume the applicability of… in all cases…* *-There is a growing debate about…* *-The major attraction is…* *-In contrast to…* *-On reflection…* *-Indeed, it is actually…* *-Ultimately…*

What is philosophy for?

What is philosophy for?

- Explore these online responses on the purposes of philosophy.
- Pick what you think are the THREE most significant purposes of philosophy and write a paragraph of explanation for each one.

Sources of insight http://sourcesofinsight.com/the-real-purpose-of-philosophy/

Philosophy: What and why?
https://www.brown.edu/academics/philosophy/undergraduate/philosophy-what-and-why

Learning about life: What's the point of philosophy? Discuss
https://www.independent.co.uk/news/education/education-news/learning-about-life-whats-the-point-of-philosophy-discuss-6108843.html

GCSE FLASHBACK

GCSE FLASHBACK: Buddhist Beliefs and Practices

20/06/2022

MCQ QUIZ: Buddhist Beliefs

1) Which book contains stories about the Buddha's life?
[A] Jataka Tales
[B] Pali Canon
[C] Tipitaka
[D] Dhammapada

2) Which of these is not a refuge in Buddhism?
[A] Meditation
[B] Sangha
[C] Buddha
[D] Dhamma

3) Which of these is not part of the Buddha's birth story?
[A] Queen Maya (his mother) dreamed that a white elephant told her she would give birth to as holy child.
[B] Newborn baby Siddhartha declared that he would not be reborn
[C] Queen Maya (his mother) sang songs about Siddhartha's past lives as she gave birth
[D] Lotus flowers appeared with every step the newborn baby Siddhartha took

4) Which of these is not true of the four sights?
[A] They can be seen as spiritual insights into the nature of suffering
[B] The second sight was old age
[C] Seeing the four sights encouraged Siddhartha to abandon his life in the palace
[D] Siddhartha's chariot driver was called Channa

5) Which of these word does not have a similar meaning to austerity?
[A] Strictness
[B] self-satisfaction
[C] asceticism
[D] frugality

20/06/2022

MCQ QUIZ: Buddhist Beliefs

6) What is the missing word from this quotation from the Buddha? "…not until I attain the supreme Enlightenment will I give up this seat of _____"

[A] Contemplation
[B] Truth
[C] shade under the Bodhi tree
[D] Meditation

7) Which of these is not a point about the raft analogy?

[A] The monk Thich Nhat Hanh tells the raft analogy to his students
[B] Buddhists should test out and challenge teachings for themselves
[C] Buddhist's should be ready discard the Buddha's teachings once they've served their purpose
[D] Devotion to the Buddha's teachings matters the most

8) Which one of these did the demon Mara use to distract Siddhartha from finding enlightenment?

[A] A feast of delicious food
[B] A bed of silk sheets to rest on
[C] sending his beautiful daughters to tempt Siddhartha
[D] Offering Siddhartha an unlimited amount of gold treasure

9) What is another word Buddhists use for the idea of 'refuge'?

[A] Pearl
[B] Lotus Flower
[C] Jewel
[D] Vehicle

10) In which part (or 'watch') of the night Siddhartha became enlightened did he gain knowledge of all his previous lives?

[A] First watch
[B] Second watch
[C] Third watch
[D] Fourth watch

- ‘The Four Noble Truths are the most important Buddhist teaching.’ Evaluate this statement.

What’s gone well? =

Even better if=

EXCELLENT) Some Buddhists will agree with this statement because the Four Noble Truths focus on dukkha and its cessation which lead to enlightment and therefore end the cycle of rebirth. The Four Noble Truths must be understood and accepted in order to achieve enlightment which is the ultimate goal of Buddhists. Buddhists must understand dukkha and learn that it is caused by the three poisons (greed, ignorance and craving), hence by understanding this and following it as a daily reminder, enlightment can be achieved, hence Buddha-nature.

However, some will disagree with this statement as in order to attain enlightment you must follow a lifestyle known as ‘The Middle Way’ which shows that extrem luxury or extreme poverty does not provide a solution to dukkha nor achieving enlightment.
The eightfold way should also be followed in order to love a good life which ‘cultivates good, create no evil and cleanse one’s mind’, this shows that good things will result in good karma which leads to a clean mind whilst meditating which makes reaching enlightment ‘easier’.

Overall, I disagree with this statement because Buddhists do not only read the Four Noble Truths to attain enlightment, but they also must understand the Three Marks of existance, the skandhas and follow the Eightfold path. The should understand and not misbehave to become ‘arhats’ and hence achieve enlightment. Additionally, Buddhism does not only include a few methods or teachings; it include many that must be followed to become the Buddha.

In your answer you should:
- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Buddhist teachings**
- **reach a justified conclusion**

Over to you… writing a scaffolded response

A) "Aiming for rebirth is The Pure Land is the highest goal Buddhists can aim for" Evaluate (12 marks)

- *In Pure Land Buddhism the Pure Land is…*
- *To be reborn in the Pure Land may be seen as the highest Buddhist goal because…*
- *Pure Land Buddhists want to be reborn in the paradise Amitabha created because…*
- *In comparison to the other goals of Buddhism such as meditation, an advantage of trying to get reborn in the Pure Land is… A quote that supports the specialness of the Pure Land is…*
- *However, even Pure Land Buddhists might not agree life in the Pure Land is the highest goal because… …*
- *Theravada Buddhist might have a problem with the idea of the Pure Land as the highest goal because…*
- *Theravada Buddhists might think the actual highest goal in Buddhism is… because…*
- *Most Mahayana Buddhists would argue that the highest goal in Buddhism is… because… This goal is really important because…*
- *Ultimately I think Pure Land is/is not the highest goal for Buddhists because… If I were a Buddhist I would/would not see being reborn in the Pure Land as the highest goal because…*

It IS the highest goal	It ISN'T the highest goal
-Amitabha Buddha created the Pure Land (Sukhavati) out of compassion for all beings. Buddhists are bound to respect and seek such an amazing gift. -Pure Land is an wonderful place without earthly distractions in which it is far easier to gain enlightenment; people can be taught by Amitabha himself -Pure Land is one of the fastest growing forms of Buddhism in the world today, clearly there is a lot about its goal that people can relate to. -"The light which radiates from Sukhavati shines unobstructed towards all Buddhas to be" Buddhist Sutra	-If Siddhartha Gautama became a Buddha on earth, maybe the experience of life in this world offers the best path to enlightenment. Maybe Buddhists don't need to go to some mysterious, supernatural place. -Only a small number of the 488 million Buddhists in the world are Pure Land. This might suggest there are other, more important goals Buddhists care about. -Some might argue that worshipping and chanting the name of Amitabha is hardly a high goal; it would be better for a Buddhist properly learn and meditate on the dharma (teachings) -Maybe aiming to take the Bodhisattva vow ("However many beings there are; I vow to save them") to teach other Buddhists is best because…

20/06/2022

MCQ QUIZ: Buddhist Practices

1) Which of the following is the Buddhist term for compassion?
[A] Metta
[B] Karuna
[C] Dukkha
[D] Mindfulness

2) What do Buddhists mean by skilful actions?
[A] Actions that praise the Buddha
[B] Actions that are ethical
[C] Actions that bring personal joy
[D] Actions that help recruit more Buddhists

3) In the cycle of samsara, which realm is between humans and hellish beings?
[A] animals
[B] fairies
[C] hungry ghosts'
[D] animals

4) Which one of these is one of the four sublime states
[A] Laughter
[B] fastidious (attentive) about teaching
[C] enlightenment
[D] sympathetic joy (being happy for others)

5) ROKPA is a Buddhist charity. What does the word 'ROKPA' mean?
[A] friendly help
[B] patience
[C] ambition
[D] magnanimity (generosity)

6) What is the main focus of the ROKPA charity?
[A] Famine relief
[B] Animal rights
[C] Education
[D] Accommodation for the homeless

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MCQ QUIZ: Buddhist Practices

7) "I believe that at every level of society, the key to a happier and more successful world is the growth of _____? [A] agape love [B] compassion [C] pure thoughts [D] courage	**8) What is the main way Buddhists develop an attitude of metta (loving kindness)?** [A] Give birthday presents to strangers [B] Meditation [C] Ask God to bless people [D] Share the holy books with none-Buddhists	**9) A Thangka might be used in Buddhist worship. What is a Thangka?** [A] A large candle lit to help focus the mind during meditation [B] Detailed painting of a Buddha or Bodhisattva [C] Special socks worn when walking around a temple [D] Intricate, colourful circle shaped pattern
10) What is the first moral precept? [A] To abstain from intoxicants that cloud the mind [B] To abstain from taking life [C] To abstain from wrong speech [D] To abstain from misuse of the senses (being greedy)	**11) "Whoever…takes what is not given in the world, and goes to another's wife, and whatever man applies himself to drinking, that person digs up his own ___ in this world." What is the missing word?** [A] foundation [B] root [C] soul [D] happiness	**12) The six perfections** (six virtues that lead to enlightenment) are very important to _____ Buddhists. [A] Theravada [B] Mahayana [C] Pure Land [D] Zen

- ***The Five Precepts are the best way to live a moral life'*** Evaluate this statement

What's gone well? =

Even better if=

EXCELLENT) **Buddhists may agree with this statement because the five precepts guide people to living a good life. For example, the second precept guides people not to take anything that has not been given. This means do not steal but it also means don't waste people's time which is a great way to show respect to people. Secondly, the third precept guides people to avoid misuse of the senses, which helps people respect other people and not to over-indulge in things like food and become greedy. This is brilliant advice in how to live a moral life. Finally, the fifth precept advices people to avoid drugs and alcohol as it clouds the mind and then we make bad choices that prevent us from living a good moral life.**

Some people would disagree with this statement because they would argue that some of the precepts are not realistic in the modern world. For example, the first precept states that we should avoid all killing but surely this would be impossible if you were defending your live or the life of a loved one from an animal attack for example. Secondly, the fourth moral precept says that we should avoid false speech, which includes not lying. However, sometimes lying can be a positive if it prevents someone's feelings from being hurt which could be seen as a skilful action in Buddhism. Finally, the Noble Eightfold Path may be seen by Buddhists as a better guide to living a moral life as this features the importance of having a responsible job (Right Livelihood) as well as just how we behave which you will only find in the 5 precepts.

On balance, I think that those that disagree with this statement have some good arguments as it is in some cases very difficult to live by the first and fourth moral precept as people may have to kill in self-defence or to lie for good reasons. Also, even the five precepts can help people live a good life, they should also consider other Buddhists teachings such as the Eightfold Path and developing metta and karuna as steps to living a good moral life.

In your answer you should:
- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Buddhist teachings**
- **reach a justified conclusion**

Over to you… writing a scaffolded response

B) 'Meditation is the most important practice for Buddhists' Evaluate (12 marks)

- **What meditation is…**
- **Purpose of meditation**
- **Thinking of the what is important to Buddhists (karma/compassion/enlightenment), how does meditation help?**
- **Thinking of the goals of Buddhists (good karma/compassion/enlightenment), how might meditation NOT help?**
- **What other practices might be better than meditation at helping Buddhists achieve their goals?**
- ***Ultimately, I think meditation is/is not the most important practice for Buddhists because… If I were a Buddhist I would/would not see meditation as the most important practice because…***

Agree	Alternative point of view
-The Buddha himself tried all sorts of practices to find enlightenment but it was through meditation that he finally reached nirvana -Samatha Meditation develops calm and positive emotions and Vipassana meditation helps develop understanding and wisdom – this is hugely important if one wants to reach enlightenment -Meditating is the only true way to calm and focus the mind which means that Buddhists can reflect deeply on specific teachings to understand their true meaning -Visualisation of Buddhas and Bodhisattvas through using thangkas and mandalas means that Buddhists skilled in meditation can help Buddhists reach a deeper understanding of the way things are in the	-Before the invention of pens, pencils and even typewriters, the only way to share Buddhist teachings was to chant them – does this make chanting more important? -Living a good, moral life by following the Eightfold Path is *very important* for Buddhists as this sets them on the road to enlightenment -Giving offerings to shrines as part of puja is seen as important – when Buddhists give flowers and burn incense this reminds them of the Three Marks of Existence -Buddhists who recite mantras (sacred words and sounds) using a mala (prayer beads) is important as mantras are short syllables that help Buddhists focus on the Buddha's teachings

GCSE FLASHBACK: Religion, Peace and Conflict

20/06/2022

MCQ QUIZ: Peace and Conflict

1) Which of the following is the correct term for reconciliation? [A] Showing compassion and mercy [B] Bringing about what is right and fair [C] Express disapproval [D] Restoring friendly relationships after conflict	**2) Which book in the Bible, named after a prophet, says that God (as the ultimate judge) will establish justice at some point in the future?** [A] Isaiah [B] Genesis [C] Joshua [D] Judges	**3) In what decades did Martin Luther King organise peaceful protests against racist laws in America?** [A] 1920s and 1930s [B] 1940s [C] 1950s and 1960s [D] 1970s and 1980s
4) How does the idea of the sanctity of life affect Christian teachings on war? [A] Life is on loan from God and should never be taken for granted [B] Life is weak and is bound to be affected by war [C] Life is sacred and should not be destroyed [D] Life is short so it doesn't matter what happens to it	**5) Which of these actions are Quakers encouraged to do?** [A] To be ready to go to war [B] To protest against all wars [C] To buy and use weapons [D] To encourage acts of terrorism	**6) "Getting _____ is like drinking poison and expecting your enemy to die?** [A] jealous [B] drunk to hide your frustrations [C] angry [D] a sinner in trouble with the law

20/06/2022

MCQ QUIZ: Peace and Conflict

7) The just war theory is accepted by many Buddhists today. [A] True [B] False	**8) Jesus said, "Put your sword back in its place, for all who draw the sword ___ by the sword" What's missing?** [A] live [B] triumph [C] are shamed [D] die	**9) Which of these is not true of holy wars?** [A] It must be authorised by a religious leader [B] It might be fought to defend a religious faith from attack [C] WW1 is an example [D] It is believed those who take part gain spiritual rewards
10) What is the meaning of engaged Buddhism? [A] A movement in which Buddhist monks are allowed to marry and have children [B] A Buddhist charity [C] The Buddhist movement which believes in the importance of helping people and being active in society [D] The Buddhist belief that we should always act in view of karmic consequences	**11) Who said "Without forgiveness, there's no future"?** [A] Jesus [B] St Paul [C] Desmond Tutu [D] The Buddha	**12) "When another person makes you suffer, it is because he suffers deeply within himself… He does not need punishment; he needs _____." Thich Nhat Hanh?** [A] a new rebirth [B] enlightenment [C] hope [D] help

- ‘The best way to bring about world peace is for more individuals to become pacifists.’ Evaluate.

What’s gone well? =

Even better if=

EXCELLENT)

Many might disagree with this statement because if people become pacifists, they will make themselves easy targets for their enemies. If you are fighting for a cause or for your country, it is safest to attack the easiest targets. This will achieve nothing. The best way to bring about world peace is to take on those who threaten peace and defeat them. Peace will follow once those who threaten war are removed from the scene. The Bible partly supports this point of view. The Book of Exodus tells Christians that if someone suffers a serious injury, “you should take a life for a life, an eye for an eye, tooth for tooth’. This makes it clear that retaliation is the right thing to do. Fighting is a natural part of what it means to be human and this is how humans have survived. The Church supports war, regiments have chaplains (priests), there are many Christians in the military and there are special services on Remembrance Sunday when people who fought in wars are remembered and honoured.

However some people think differently. When Jesus was asked about retaliation, he said that if someone strikes you on the cheek you should turn the other cheek and let them hit that rather than hitting back. This may work in some situations but in some others it could end rather badly. Pacifists trust that if you do not pose a threat to people, they will leave you alone and this may work but people like Hitler would probably just see it as a sign of weakness and take advantage.

Real pacifism is more than refusing to fight though. True pacifists love their neighbour and work hard at making sure they live in peace by getting on with everybody. If this is what a pacifist then maybe the statement could be true although it will have to be worked at. Jesus was probably a pacifist but died a violent death. Certainly the more pacifists there are, the fewer people there are left to fight so maybe the statement in the question it is true.

In your answer you should:
- **give reasoned arguments to support this statement**
- **give reasoned arguments to support a different point of view**
- **refer to Buddhist teachings**
- **reach a justified conclusion**

Over to you… writing a scaffolded response

A) 'There is no need for nuclear weapons in the 21st century.' **Evaluate (12 marks)**

- ***Some might argue there is no need for nuclear weapons because…***
- ***Another reason it might be a bad idea is… A Christian might be concerned because… A Buddhist might question the mindset of those who control nuclear weapons because… My view of this idea is…***
- ***Some might argue that there is a real need for nuclear weapons because… In fact some Christians support the creation of nuclear weapons because…***
- ***A quotation that might support this is… which suggests…***
- ***Overall I think… because…***

Agree	Alternative point of view
-Their destructive power is immense and long lasting. Even countries that have nothing to do with the war will be badly affected. Some people estimate that a small nuclear war could wipe out human life on Earth. -Only God, as creator, has the right to end life **++Steve Hucklesby (Methodist Christian) " any use of nuclear weapons would violate the sanctity of life and the principle of dignity core to our faith"**	-The possession of nuclear weapons has kept the major world powers from coming to war for 70 years, out of fear of what might happen (mutually assured destruction). -Many Buddhists argue that the real problem is not the weapons themselves but the attitudes of human beings; arguing against the existence of the weapons is simply the wrong thing to focus if you are trying to make the world a more peaceful place. **-- THICH NHAT HANH "For peace, the basic thing to do is not remove nuclear weapons but to remove the fear, anger and suspicion in us."**

The essay

‘Paley’s design argument for God is successful’ Evaluate this claim

- Write an evaluative response to this statement.
- You will need to include different points of view and justify a personal bias (opinion)
- Aim to write 6 – 7 paragraphs.
- Read the model answer carefully. It will help you organise your own response.

Basic preparation materials for the essay

William Paley's Design Argument - the basics

1.If someone found a rock on the heath, they may assume that it had always been there.
2.If someone discovered a watch on the heath, the answer would not be the same as the answer for the existence of the rock.
3.Unlike the rock, the watch has several parts that have been put together for a purpose. For example, they have been made and adjusted to move, and the movement has been regulated to point towards the correct time.
4.If the different parts had been formed differently, movement would not be possible and the watch's purpose would not be fulfilled.
5.The watch could not have come about by accident (unlike a rock or stone).
6.The watch must have been created by a maker (a craftsman) who formed it for its purpose and designed it for its use.
7.The existence of the watch is proof of a watchmaker.
8.Like the watch, the universe is intricate in its design (e.g. the molecular structure of ice, the position of the Earth from the Sun etc.)
9.The universe appears to have been designed to fulfil some purpose (Design qua purpose). Also, the universe appears to behave according to some order or rule (Design qua Regularity).
10.The universe could not have come about by accident. Therefore, the universe itself is proof of an intelligent designer.

Design Argument : The Criticisms of David Hume

- **David Hume (1711-1776) criticised the design argument in his 'Dialogues concerning Natural Religion'(1779) His arguments are based on empiricism – the belief that we can only gain knowledge through our senses. He argued that design is something that we perceive and assume. Even if the world appears to be designed, this may just be due to our interpretation of the data that our senses provide.**

- His main reasons for opposing the design argument are:
- 1. Humans **do not have sufficient knowledge** of the creation of the world to assume that there is only one designer.
- A) As humans we only have experience of the things that we design and create. These may not be an adequate analogy. We know that houses require a designer because we have experience of many houses being built. We only have experience of this universe. He argued that it was impossible to draw conclusions about the whole from a small part 'We cannot know what a person is like from a single hair. How can we decide what God is like from just looking at the world?'
- B) The universe is not like a vast machine. It is **more like a living thing** such as a vegetable or inert animal, something that grows of its own accord rather than something made by hand.
- 2. Even if our design analogies were valid it would **not necessarily follow that the designer was the God of Theism**. (believed by Christianity, Islam and Judaism)
- A) We might have the work of several lesser gods or an 'apprentice' god who went on to create bigger and better worlds or 'the production of old age and dotage in some superannuated deity.' He speculates that there may be other worlds that are not as good as this one, made whilst this God was practising.
- B) Hume felt that people who believe in God **project human beliefs onto a non-human world**. He argued that to discuss design in human terms is not an acceptable analogy on the grounds that God by definition transcends understanding. If we use a human analogy it is more usual for a machine to be **the product of many hands** rather than one designer.

Going further preparation materials for the essay

Do dogs believe in God?

Does the complexity of the universe point to its having a designer?

- The universe. Wow. It is amazing. Perhaps most amazing of all is the little scrap of star dust we call earth, for that is where the perfect ingredients and conditions for the most spectacular thing of all exist…LIFE.
- What are the chances of that happening, eh?

Guess the name of my pets…

1.What are the odds of you guessing correctly? Guess
2.If one of you were guessing correctly all the time, what might the rest of you think?

Does the complexity of the universe point to its having a designer?

- Mathematician Harold Morowitz said that the odds of life existing on earth is the same as the odds of throwing 4 billion pennies in the air and every one of them landing heads up!

Should we be amazed?

The Goldilocks effect

- The conditions for life are JUST RIGHT! What might this imply?

- For instance, when you compare the electromagnetic force to gravity, we find that electromagnetism is 39 times stronger, according to physicist and author Victor J. Stenger. And that's handy because if the two powers were more evenly matched, stars wouldn't burn long enough for life to develop on an orbiting planet.
- ***The Sun*** must be 93 million miles away from the Earth. One million miles further away and we would freeze; one million miles closer and we would burn up.
- ***The Moon*** is, on average, 240,000 miles away from us (the distance changes!). It controls the tides and the seasons.

William Paley's Design Argument IN A (small) nutshell

-Looking at a watch you can see complex design

-Looking at the universe you can also see complex design eg a human eye, a bird's wing

-Design must have a designer.

-The designer of the universe is God

So if certain conditions in our universe were just a little off, life would have never evolved. Just how is it that we're so fortunate? Of all possible universes, why did ours turn out like it did?

In 1974, astronomer Brandon Carter tackled this quandary by introducing the anthropic principle. Carter hypothesized that anthropic coincidences are part of the universe's very structure and that chance has nothing to do with it. He proposed two variants:

Weak anthropic principle: This response to anthropic coincidence may sound like a slice of common sense. Simply put, Carter pointed out that if our universe weren't hospitable to life, then we wouldn't be here to wonder about it. As such, there's no sense in asking why.
Strong anthropic principle: In this version, Carter draws on the notion of the Copernican Principle, which states that there's nothing special or privileged about Earth or humanity. He states that since we live in a universe capable of supporting life, then only life-supporting universes are possible.

BONUS WONDER Cosmologists have devised more than 30 additional takes on the anthropic principle . They include the quantum physics-flavored participatory anthropic principle, which states that no universe can be real until it is observed, and the final anthropic principle, which holds that intelligence is a necessary property of the universe; once created it can never be destroyed.

There but for fortune, this universe might not have permitted the evolution of intelligent life, so the anthropic principle is a scientific attempt to address the question "Why?" (NO intelligent designer)

What is a baby for?

What are the good design features of a baby? THINK: The things that allow it to fulfil its purposes

The argument from design:

The design argument suggests that God exists because there is so much evidence of design in the world.

- **1.** List four aspects of our world which suggest design (more if you can think of them).
- Isaac Newton said, "In the absence of any other evidence, the human thumb alone would convince me of the existence of a God." Examine your thumb, wiggle it around and think about the process of movement. What do you think he meant by this?
- **2.** Read the universal facts in the box below. Does this convince you that there must be a designer? Say why and why not?

Universal Facts

The Sun must be 93 million miles away from the Earth. One million miles further away and we would freeze; one million miles closer and we would burn up.

The Moon is, on average, 240,000 miles away from us (the distance changes!). It controls the tides and the seasons.

So what was William Paley saying again?

- Order and structure universe implies that there must be a being who designed it with a purpose in mind.
- Design in the universe implies 'the presence of admirable intelligence and mind'

Problems with Paley's analogy 1.

- The problem with analogy is that only a PARTIAL comparison is being made between two things/situations.
- In some ways the two things/situations being compared might be totally different…
- SPOT THE DIFFRENCE BETWEEN THE KIND OF THING THEY ARE

When analogies go wrong…

- Explain the problem with each of these terrible analogies:
- ***The ballerina rose gracefully and extended one slender leg behind her, like a dog at a lampost.***
- ***The revelation that his marriage of 30 years had disintegrated because of his wife's affair came as a rude shock, like being offered a box of chocolates with only the gross flavours left.***
- ***She grew on him like she was a colony of E. Coli, and he was room-temperature raw chicken.***

Explain where Paley's analogy between a watch having a designer and a universe having a designer goes wrong. SEE DAVID HUME

Problems with Paley's argument: Shoddy goods… can we get our money back for the universe?!

- If we go out to buy a new MP3 player we would look around for a good design. Maybe it would have radio recording, it might have lots of memory, or it might be as small as your little finger. We would not expect something well designed to go wrong.
- A problem with arguing that the world was designed is that the world appears to have design faults! The eye can go blind. A large number of people need to wear glasses. Surely the eye would not have been designed to go wrong so often?

TASK

THINK of two more natural things that exist in our world eg a sea, an ankle, teeth

- Say what they do and how they can go wrong
- FEEL FREE TO DO PICTURE RESPONSE OF YOUR ANSWERS

A BUNDLE OF CHALLENGES

- How is the presence of evil explained if the universe is designed by a benevolent designing deity? Why would such a deity design evil?
- The presence of order could be explained by chance or by some impersonal force.
- Most products of human design involve more than one craftsman, hence the universe could have been made by a pantheon of gods, not the one God of classical theism.

Which is the greatest challenge to Paley we have looked at today?

A version of the teleological (design) argument can be found in the writings of Thomas Aquinas.

- What seemingly intelligent thing are these plants doing?

A version of the teleological argument can be found in the writings of Thomas Aquinas.

- Aquinas is noting that things we observe in nature, like plants and animals, typically act in ways which are advantageous to themselves. Think, for example, of the way that many plants grow in the direction of light.

- Clearly, as Aquinas says, plants don't do this because they know where the light is; as he says, they "lack knowledge." But then how do they manage this? What does explain the fact that plants grow in the direction of light, if not knowledge?

- Aquinas' answer to this question is that they must be "directed to their end" -- i.e., designed to be such as to grow toward the light -- by God.

Thomas Aquinas (13th century

- He formulated a design argument in the fifth of his Five Ways
- Aquinas focuses on goal-directed activity in nature. As an archer fires an arrow at a target, so too does nature strive for some goal. This cannot be accidental
- There must be an intelligence directing this activity, and this we call God.

Goal directed activity is a sign of intelligence!

Aquinas' argument step by step

- The teleological argument or argument from "design" (*ex fine*), which claims that many things in the Universe possess final causes that must be directed by God:
- All natural things in the world nearly always act to fulfil a function/purpose.
- These things are in themselves unintelligent.
- Acting towards a function is characteristic of intelligence.
- Therefore, there exists an intelligent being that guides all natural bodies towards their function.
- This being is God.

"... whatever lacks knowledge cannot move towards an end, unless it be directed ... therefore some intelligent being exists by whom all natural things are directed to their end; and this being we call God"

Summa Theologica

The Teleological Argument

(The Argument from Design)

Thomas Aquinas
1225-1274

- Thomas Aquinas' design argument is also known as the "Fifth Way"
- everything works to some purpose
- observed beneficial results suggest there is a pattern of direction behind this
- modern example - animal migration
- this must be God!

Aquinas' thought about our ultimate function or purpose

- Even though human beings think for themselves and cause things to be aimed at some goal or result, the reason why human beings exist has to be explained, as human beings are not immortal and die. Maybe our ultimate purpose is to serve God?

-Aquinas' key claim is that everything in the natural world (whether intelligent things like us or non-intelligent things like flower) is directed to some goal and follows natural laws, whether intelligent or not. For example, if you drop anything, it falls, obeying the law of gravity.
-Aquinas suggests that the reason for this is because natural laws direct things and these were set up by something which thinks (i.e God).

What's wrong with Aquinas' version of the teleological argument? You may well be able to apply some of the criticisms of Paley

- Shoot

Criticisms of Aquinas

- Is it correct to assume that everything follows a general law set down by a designer? Some people would say that the natural world is just the way it is and that does not mean it has a purpose given to it by a designer.
- Is everything in the universe really running in such a regular way, as if it has an intelligent designer. Maybe CHAOS is the real reality.

Design or Designoid? WELCOME TO THE ARTIC CIRCLE PAPERWEIGHT DESIGN COMPETITION. That's right! The fun never stops! £1 million prize!

- Now bear in mind that the people of the Artic Circle don't get out much; they've never seen a coconut before.
- Sid Shady enters the competition. He reaches into his bag and says, "I have designed and made the perfect paperweight. I call it the coconut"
- You laugh at Sid's attempt to claim he designed and made the coconut for competition, but the judges seem fooled. They are really impressed.

- **What might you say or draw to explain how the coconut might have evolved over time – and wasn't designed by Sid Shady!**

Dawkin's Designoids

- Richard Dawkins is a scientist who does not believe that the world is designed. He thinks that some things appear like they have a design, but this appearance can be explained in other ways.
- Dawkins believes that evolution can explain how things may look like they are designed. For instance, take the example of the human eye. The eye is so complex that some people have argued that it must have been designed. Dawkins disagrees with this. He uses the word designoid for something that has the appearance of good design but simply evolved over time.

- Write down two things that Dawkins would term 'designoid'.
- Are you convinced by Dawkins's argument? Explain.

https://www.youtube.com/watch?v=Ot7ZvptxzHM

Does Darwinism shows that Paley's argument is false?

- Think about the significance of Darwin's theory of natural selection as a mechanism to explain why there is apparent order in nature without any need to refer to a designer or creator.
- Consider the fact that Darwin himself lost his belief in a personal God as a result of developing his idea of natural selection.
- It is fair to point out that natural selection can be demonstrated by scientific research. Paley's analogy cannot be defended in this way.
- You could argue that while Paley's analogy is problematic, his point that the natural world seems to show signs of design is valid when you look at the sheer complexity of nature and the fact it exists.
- Evolution is a theory. It's not an open and shut case. Animals have many amazing features that the slow, gradual pace of evolution cannot really explain.

Model answer for the essay

‘Paley’s design argument for God is successful’ Evaluate this claim

Side 1

Model Answer

Paley’s argument for the existence of God attempts to embrace the scientific understanding of his time with a belief in a Designer. He does this in two ways. First, he appeals to an organising principle in nature, an argument qua regularity, much as Aquinas does with his archer analogy. Second, Paley argues qua purpose, most famously in his watchmaker argument. Though Paley argues for no more than a designer, we assume that he means his God; the God of the Judaeo-Christian tradition. I will argue that Paley does not establish purpose in two ways. First, even if we accept Paley’s arguments, it does not lead to the kind of designer or purpose he wants. Second, Paley’s arguments are undermined by modern science.

Paley’s watchmaker argument is a thought experiment. He supposes that if we came across a stone on the ground, we could rightly assume that it might have been there forever. However, should we come across a watch, we could not assume the same. He thinks this is because a watch has evidence of design – parts organised for a purpose. Whether or not you know what a watch does, you would still know that it was created with intelligence; its mechanism too complex to have come about by chance. Paley holds that you should also see the same intelligence behind the complexity of nature. Often Paley’s argument is framed as an analogy, because of Hume’s popular criticism. However, Paley wrote after Hume, and seems to have known that criticism. Paley is claiming that a watch and the world share the same property of design, not that they merely both appear designed. He uses scientific examples to illustrate his point. He suggests that the human eye implies a knowledge of optics far greater than in man-made microscopes. The eye is highly complex, and its parts – the lens, fluid and retina – would be useless on their own, so must have been designed as one whole.

‘Paley’s design argument for God is successful’ Evaluate this claim

Side 2

Model Answer

Hume accepts that on balance, it does appear that the universe is designed. However, for him, this is not good evidence of God. For Paley, evidence of any amount of design seems to be enough to conclude a designer. However, Hume points out that only perfect design might imply the God of the Judaeo-Christian tradition. And as Mill asserts, nature is a place where the worst crimes man ever commits happen frequently. So while Mill suggests this as full proof against an all-loving God, Hume suggests that this world may be the ‘first rude essay’ of an incompetent God.

However, we do not have to give Paley his designer at all if we turn to modern biology. Darwinian evolution explains how the appearance of design can come about through a mindless natural process. Natural selection is a process that happens over millions of years. Nature ‘experiments’ by overproducing a variety of organisms. Those with some advantage which better suits them to survive the dangers of their environment are more likely to pass that on to the next generation. Over time, organisms become better specialised, so for example helpful markings may become full camouflage. When we look at the end result, it seems as though animals were made to fit their environment, but what we do not see are the vast numbers that never made it - whose variations were a disadvantage or who were outcompeted by their more successful organisms. Importantly, adaptations build up through a process known as cumulative selection, where useful features are saved and built on from one generation to the next. Evolution can therefore explain what Paley cannot: bad design. For example, it is thought that humans have an appendix because we evolved from herbivores that needed such organs. The appendix now serves little purpose, but it remains a deadly hazard if it gets infected. Surely, no loving God would plan humans to have such a pointless and painful vulnerability, but mindless nature could.

‘Paley’s design argument for God is successful’ Evaluate this claim

Side 3

Model Answer

Paley’s appeal to regularity considers the same motion of planets that Newton’s ‘Godless’ Physics had described. He suggests that it is remarkable that the planets of our solar system obey regular motions, do not collide, and the forces keeping the solar system together do not rip our planet apart. He also looks to everyday examples, such as the lacteal system. He finds it compelling that the number of teats of an animal is always in proportion to how many young they have. All this to him is evidence of an organising mathematical principle, of systems that cannot be so finely balanced by chance. And since only minds comprehend maths, then the mathematical arrangement of the world can only be due to a mind, or designer.

Hume turns to the Epicurean hypothesis with respect to arguments qua regularity. According to this, the appearance of design could come about through randomness. An example might be how sand dunes may appear perfectly sculpted, even though they are just thrown together by the wind. A modern version might be the infinite monkey cage. If trapped monkeys were given infinite time and a typewriter then it is supposed they would eventually compose Shakespeare. However, such a process is not inevitable, as logically a monkey could sit on the ‘q’ key forever. So the fact that order has come about and did not have to that is interesting, and seems to require an explanation.

Nowadays, we know that the solar system is not perfectly organised, and it is in fact debris from an explosion in space. We are a product of the same regularity that keeps the planets orbiting, as evolution is a slow and steady process. But it seems far-fetched to argue that regularity was made for us. In the happy puddle example, a puddle is happy because it thinks the dip it lives in was made especially for it. We see, however, that the puddle is mistaking its adaptation to its conditions for a purpose-built home. It would have thought the same about any dip it found itself in, or it wouldn’t be there to think it at all! Similarly, because we have