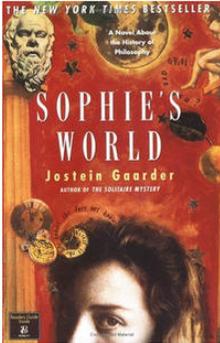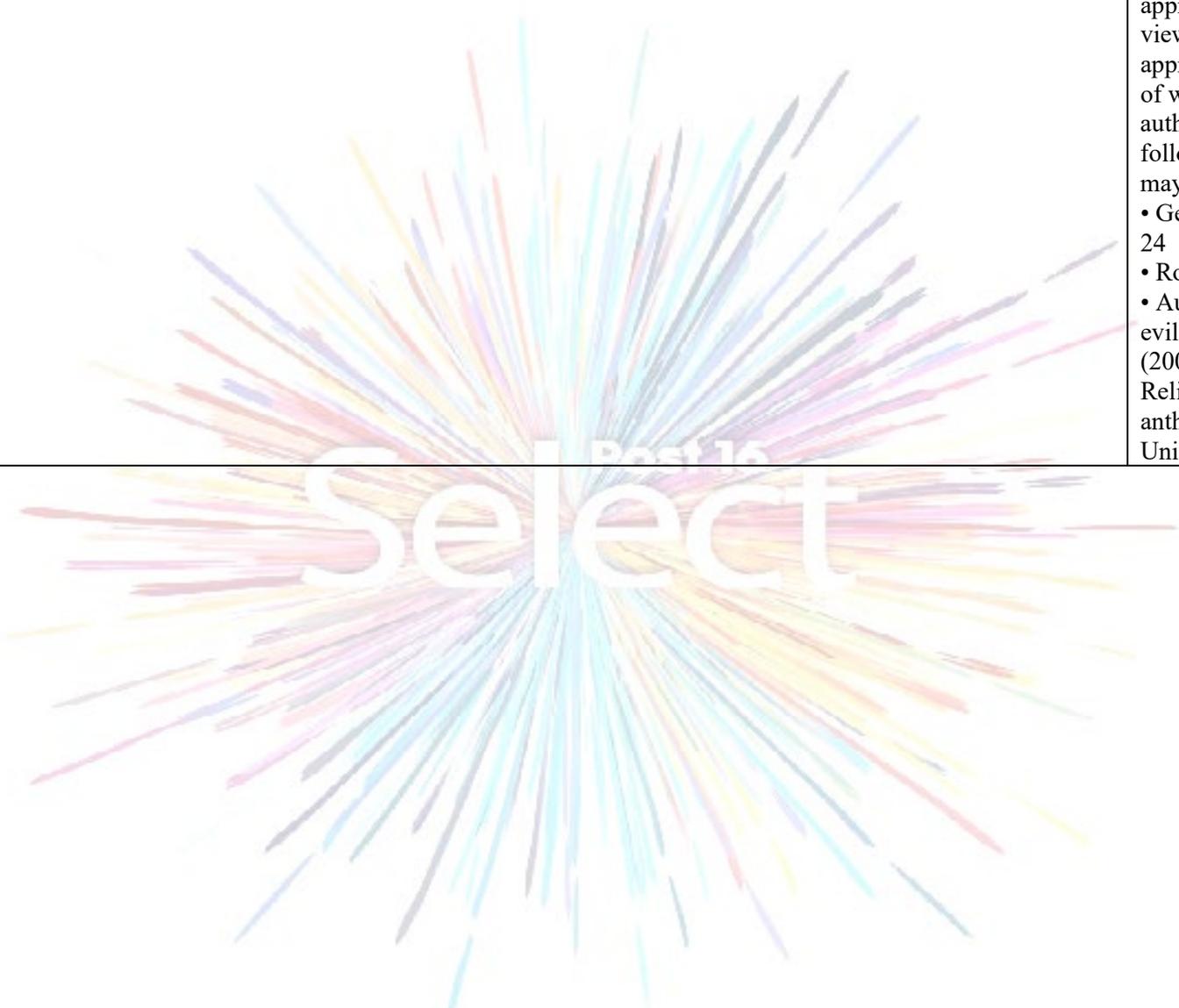| Key threshold concept	Revision guide reference	Additional resources
Insert key ideas that would be critical for Level 3 learning. This could be general in addition to specifics should a student wish to continue with your subject.	Where a revision guide is not Available other references can be provided.	These are additional opportunities to develop understanding in your subject area in preparation for Level 3. These could be additional reading materials, websites to visit, activities to do or video clips and TED talks for example.

Ancient philosophical influences
 	
Research the TWO main approaches to knowledge and produce a summary of each. You should include particular philosophers, and link these to
	the philosophical views of Plato, in relation to:
	     understanding of reality
	• the Forms
	• the analogy of the cave
	• the philosophical views of Aristotle, in relation to:
	    • understanding of reality
	    • the four causes
	    • the Prime Mover
	• Plato's reliance on reason as opposed to the senses
	• The nature of the Forms; hierarchy of the Forms
	• Details of the analogy, its purpose and relation to the theory of the Forms
	• Aristotle's use of teleology
	• material, formal, efficient and final causes
	• the nature of Aristotle's Prime Mover and connections between this and the final cause
		So you should aim to read AT LEAST ONE of the following books:
		
		1. Philosophy: The Essential

| Plato or Aristotle. | Contextual references For reference, the ideas of Plato and Aristotle listed above can be found in:
• Plato, Republic Book 474c–480; 506b–509c; 509d–511e; 514a–517c
 • Aristotle, Physics II.3 and Metaphysics V.2 Suggested scholarly views, academic approaches and sources of wisdom and authority Learners will be given credit for referring to any appropriate scholarly views, academic approaches and sources of wisdom and authority, however the following examples may prove useful
• Annas, J. (1998) An Introduction to Plato's Republic, Oxford University Press, Chapters 9 and 10 • Stanford Encyclopedia of Philosophy (2004, rev.2013), Plato, http://plato. stanford.edu/entries/plato/

To be prepared to start this you need to distinguish between the main approaches to knowledge:

Rationalism – Rationalist philosophers believe that all knowledge can be understood through a process of reasoning, without any external sources.

Empiricism – In philosophy, empiricism is a theory which believes that all knowledge comes from experience. | Study Guide by Nigel Warburton ISBN 0415341809
2. Philosophy: The Classics by Nigel Warburton ISBN 0415356296
3. Sophie's World by Jostein Gaarder ISBN 1858815304 |
| Read and summarise the main points made in Plato's Allegory of the Cave | a. http://faculty.washington.edu/smcohen/320/cave.htm
b. http://voices.yahoo.com/platos-allegory-cave-analysis-summary-25170.html
c. http://classics.mit.edu/Plato/republic.8.vii.html | |

Read and summarise the main points made by Aristotle in his Metaphysics, Book 12	a. http://www.the-philosophy.com/aristotle-metaphysics-summary b. http://www.philosophicalinvestigations.co.uk/index.php/philosophy/artistotle/1028-source c. http://classics.mit.edu/Aristotle/metaphysics.12.xii.html d. http://dhspriory.org/thomas/Metaphysics12.htm	
Key threshold concept	Revision guide reference	Additional resources
Religious Language	• the apophatic way – the via negative • cataphatic way – the via positiva • symbol The argument that theological language is best approached by negation • the understanding of religious language in terms of analogy, with reference to: o Aquinas's analogy of attribution and analogy of proper proportion • understanding of the language of religious expression in terms of symbol, with reference to: Tillich's view of theological language as almost entirely symbolic Candidates should be able to demonstrate knowledge and understanding of: Religious language – uses and purpose The via negative (Apophatic way) The verification and falsification principles Different views on the meaningfulness of religious language The uses of symbol, analogy and myth to express human understanding of God The views of the Vienna Circle, A.J. Ayer, Anthony Flew, Ludwig Wittgenstein and Paul Tillich on religious language	For reference, the ideas of Aquinas and Tillich listed above can be found in: • Aquinas, Summa Theologiae I.13 • Tillich, Dynamics of Faith, Part 3 Suggested scholarly views, academic approaches and sources of wisdom and authority Learners will be given credit for referring to any appropriate scholarly views, academic approaches and sources of wisdom and authority, however the

	Candidates should be able to discuss these areas critically and their strengths and weaknesses.	following examples may prove useful • Ayer, A. J. (2001) Language, Truth and Logic, Dover Publications • Swinburne, R. (1997) 'God-talk is not evidently nonsense' in Davies, B. (2000) Philosophy of Religion: a guide and anthology, Oxford University Press • Internet Encyclopedia of Philosophy, Religious Language, http://www.iep.utm.edu/rel-lang/
Religious Experience and Religion	• the nature and influence of religious experience, including: mystical experience conversion experience • different ways in which individual religious experiences can be understood examples of mystical and conversion experiences and views about these, including: views and main conclusions of William James • as union with a greater power • psychological effect such as illusion • the product of a physiological effect Candidates should be able to demonstrate knowledge and understanding of: Arguments from religious experience from William James The aims and main conclusions drawn by William James in The Varieties of Religious Experience	Suggested scholarly views, academic approaches and sources of wisdom and authority Learners will be given credit for referring to any appropriate scholarly views, academic approaches and sources of wisdom and authority, however the following examples may prove useful • Acts 9.4–8, 22.6–10, 26

	The following different forms of religious experience: visions, voices, 'numinous' experience, conversion experience, corporate religious experience The concept of revelation through sacred writings Candidates should be able to discuss these areas critically and their strengths and weaknesses.	• Otto, R. (1923/1968) The Idea of the Holy, Oxford University Press, Chapters 4 and 5 • Saint Teresa of Avila, from The Autobiography of Saint Teresa (1960/2010) Allison Peers, E. (ed. and trans.) Dover Publications
Nature of God	Candidates should be able to demonstrate knowledge and understanding of: God as eternal, omniscient, omnipotent and omni-benevolent – and the philosophical problems arising from these concepts. The views of Boethius in his discussion of eternity and God's foreknowledge in Book 5 of The Consolations of Philosophy The question as to whether or not a good God should reward and punish Candidates should be able to discuss these areas critically and their strengths and weaknesses.	
The problem of evil and suffering: different presentations theodicies that propose some justification or reason for divine action or inaction in the face of evil	including its logical (the inconsistency between divine attributes and the presence of evil) and evidential (the evidence of so much terrible evil in the world) aspects • Augustine's use of original perfection and the Fall • Hick's reworking of the Irenaean theodicy which gives some purpose to natural evil in enabling human beings to reach divine likeness Learners should have the opportunity to discuss issues related to the problem of evil, including: • whether or not Augustine's view of the origins of moral and natural evils is enough to spare God from blame for evils in the world • whether or not the need to create a 'vale of soul-making' can justify the existence or extent of evils • which of the logical or evidential aspects of the problem of evil pose the greater challenge to belief • whether or not it is possible to successfully defend monotheism in the face of evil	Contextual references For reference, the ideas of Augustine and Hick listed above can be found in: • Augustine, The City of God Part II • Hick, J. Evil and the God of Love, Part IV Suggested scholarly views, academic approaches and sources of wisdom and authority Learners will be given credit for referring to any

		appropriate scholarly views, academic approaches and sources of wisdom and authority, however the following examples may prove useful • Genesis 2:4–25, 3:1–24 • Romans 5:12–13 • Augustine, 'What is evil?' in Davies, B. (2000) Philosophy of Religion: a guide and anthology, Oxford University Press