



Department:	RPE	
Year 10 Course summary:		
<p>Mastering the art of argument...</p> <p>Philosophy: The content of the Michaelmas term is all based around philosophical questions that cover topics such as: scepticism, the problem of induction, personal identity, the existence of a soul, miracles, aesthetics, stoicism, social theory, political philosophy. Here arguments are laid out in a more explicit manner so that students can understand the structure of good arguments and spot fallacies more easily. The content of these arguments represents a step up in complexity that students should find challenging. No question is worth answering if there is a simple answer.</p> <p>Critical Thinking: Here students are taught explicitly some of the skills that they have been using implicitly for the last few years. The content includes: spotting reasons and spotting assumptions; spotting fallacies and appeals; the misrepresentation of evidence; logical puzzles and paradoxes.</p> <p>The EPQ: The Extended Project Qualification is the culmination of much of the work that students have been doing in Key Stage 4. They will come up with a research question (linked to Religion or Philosophy) and complete the necessary reading/research. They will also complete an accompanying logbook that records the process. The outcome will be a long essay that is carefully structured, with clear references and a well-drawn conclusion.</p> <p><u>Skills:</u> The ability to write an extended essay which is both critical/discursive and well researched is central to this year. Students will need to assess how reliable their sources are, assess the value of the evidence they find and then assess the arguments that are used to apply any evidence; they will also need to know what makes a good essay question. Academic research skills, using the internet as well as libraries as a source, is also a focus. Students are taught the Harvard referencing system. The critical thinking skills that are taught explicitly in the Lent term are also relevant to their essays since they must employ the methodology they have been using in lessons for the last few years. Their arguments must 'win out' over the arguments of their imagined interlocutors in their essays, in order to arrive at a well-demonstrated conclusion.</p>		
IST Assessments:		
Michaelmas	Lent	Summer
Philosophy Essay		The EPQ