WJEC Unit 5: A Study of Philosophy of Religion

Specification Theme 1 Challenges to religious belief (part 2)

A)   Religious belief as a product of the human mind – Sigmund Freud

Religion as an illusion and/or a neurosis with reference to collective neurosis; primal horde; Oedipus complex; wish fulfilment and reaction against helplessness.

Supportive evidence including reference to redirection of guilt complexes and reference to instinctive desires deriving from evolutionary basis (Charles Darwin).

Challenges including lack of anthropological evidence for primal horde; no firm psychological evidence for universal Oedipus complex; evidence basis too narrow.

Guidance for Teaching:

This section provides candidates with an opportunity to consider and reflect on Freud's key ideas in relation to religious belief. It also includes reference to supportive evidence found elsewhere in modern psychology regarding the redirection of guilt complexes, however it is not expected that candidates have a detailed knowledge of the psychology of this, just an appreciation that the modern theories support Freud's original assertions. References to Darwin are to be treated similarly, i.e. an appreciation of Darwin's ideas of evolution through natural selection as a process of growing towards maturity as human beings – having the ability to sublimate the instincts of the individual in the interests of maintaining social cohesion. Candidates should also consider the challenges to Freud's view contained within the specification e.g. lack of anthropological evidence, etc.

Useful resources

Essential Resources for teaching (Overview)

If you want a quick overview to the subject that is board-specific, simply start with the WJEC scheme of work which can be found on the digital resources site – see Resources – digital. This has ideas and suggested activities for students. There are some excellent resources in the digital resources (see the second and third bullet points below) which develop the discussion points. Finally, Jordan, Lockyer and Tate offer detailed information see Resources – Book. To introduce AO2 themes OR to develop AO2 skills, you may want to introduce students to the books listed by Michael Palmer and Anthony Storr.

Books:

Philosophy of Religion for A-Level - Jordan, Lockyer and Tate (Nelson Thornes, 2002, ASIN: B01HC1HAJ8) Chapter 9 – outlines on the views held by Freud in relation to religion. It sets out the key elements clearly, using a bullet point system and highlighted key concepts. There are plenty of discussion questions.

Freud and Jung on Religion - Michael Palmer (Routledge, 1997, ISBN-10: 0415147476) – the first section analyses Freud's claim relating to religion as a neurosis. The second section considers Jung's rejection of Freud's claims. A useful resource which needs no prior knowledge to access.

Anthony Storr, Freud: A Very Short Introduction (Oxford: Oxford University Press, 2001, ISBN-10: 0192854550).

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/pdf/freud-ao2.pdf - a useful bulleted summary of key arguments. It includes a range of helpful and relevant quotations from Freud as well as other Philosophers.
- http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rIid=2611 - AO2 handout and interactive resource evaluating Freud.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-9af7c6b8-96bf-4df6-b501-5585fb5e4125/fv-09e9c144-fdc3-4bec-9f0a-fc667eeaff1e/A%20level%20Theme%201%20A-C%20Critiques%20of%20religious%20belief%20RS%20Review%20April%202016.pdf - an excellent mind-map that critiques the Sociological and Psychological arguments in relation to religious belief. It includes further discussion points.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-861adea8-181a-407a-ae7a-3c5c28212a3c/fv-a1411f7b-9080-4aa4-8eae-08be5bdb6181/A%20level%20Theme%201A%20Psychology%20of%20religion%20(FREUD)%20by%20Peter%20Manning%20%20from%20%20RS%20REVIEW%20Jan%202015.pdf - an article by Peter Manning from RS Review 2015, exploring Freud's argument in relation to religious belief.
- https://www.freud.org.uk/education/topic/10573/freud-and-religion/ - from the Freud Museum in London. This article uses quotes and comment to highlight the key areas in Freud's thinking on religion. It has a useful list that can take study further.
- http://www.philosophyofreligion.info/arguments-for-atheism/the-psychogenesis-of-religion/sigmund-freud-religion-as-wish-fulfilment/ - a site that offers insight into Freud: religion as wish fulfilment. The site has several useful links to other philosophical issues raised in the A Level syllabus.

- https://www.youtube.com/watch?v=PgsWcqATeLQ - a Crash Course video that discusses both Freud and Jung.
- http://www.nytimes.com/2007/09/09/magazine/09wwln-lede-t.html - an article that focuses on Freud's work from the view of his later life and his writing of Moses and Monotheism. Includes comment from other philosophers such as Nietzsche and Schopenhauer.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-c95f2d52-04df-4e26-8f32-b2b750207aa1/fv-6eb380a4-76db-4033-a260-ac224e60c9ca/A%20Level%201A%20Freud%20Introducing%20Evaluation%20by%20gregbarkercoaching.com.docx Key quotations from Freud by Gregory Barker.
- https://spaces.hightail.com/space/o6Fud/files/fi-5de997d8-1839-465e-991b-3f38d864fa25/fv-e1112ec2-7303-43f4-8ffa-63c59da491ad/A%20Level%20Theme%202D%20Freud%20Introducing%20Evaluation%20by%20gregbarkercoaching.com.docx A simple summary of criticisms that can be made of Freud.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-dae7273b-652f-40a7-9ef4-81b50f85ecf4/fv-4d793ae4-dd2c-4f7d-8d86-aadb511a1a46/A%20Level%20Theme%20%201A%20%20Freud%20-%20Religious%20Belief%20as%20a%20Product%20of%20the%20Human%20Mind%20%20Hereford%20Sixth%20Form%20College%20from%20Youtube.mp4 A very helpful video by Philosophy Ninja available from the Teacher Share Space – Hightail.com

YouTube help

- https://www.youtube.com/watch?v=8barr3HpJeo&index=1&list=PL2ggVdhXSioz6Wxrx5BGhMrXJItHSrRJ3&t=93s - Excellent focus on the key elements of Freud's argument. Detailed and well-structured narrated slides.
- https://www.youtube.com/watch?v=1U440mcsebE - a lively discussion of Freud's thinking on religion. Makes cultural links and uses imagery to support and explain key concepts.

WJEC Unit 5: A Study of Philosophy of Religion

Specification Theme 1 Challenges to religious belief (part 2)

B) Religious belief as a product of the human mind – Carl Jung

Religion necessary for personal growth with reference to: collective unconscious; individuation; archetypes; the God within.

Supportive evidence including recognition of religion as a source of comfort and promotion of positive personal and social mindsets arising from religious belief.

Challenges including lack of empirical evidence for Jungian concepts and reductionist views regarding religious belief arising from acceptance of Jung's ideas.

Guidance for Teaching:

Candidates have with an opportunity to consider and reflect on Jung's key ideas in relation to religious belief. They should also make reference to supportive evidence from modern psychology, particularly relating to mind-sets as a way of viewing the world that provides a reality for both the individual and the collective. Candidates should also consider the challenges to Jung's view contained within the specification e.g. lack of empirical evidence to support Jungian concepts, etc.

Useful resources

Essential Resources for teaching (Overview)

If you want a quick overview to the subject that is board-specific, simply start with the WJEC scheme of work which can be found on the digital resources site – see Resources – digital. This has ideas and suggested activities for students. There are some excellent resources in the board's Digital Resources (see the second and third bullet points below) which develop the discussion points. Finally, Jordan, Lockyer and Tate offer detailed information (see Resources – Books). To introduce AO2 themes OR to develop AO2 skills, you may want to introduce students to Michael Palmer: Freud and Jung on Religion (see Resources – Books).

Books:

Philosophy of Religion for A-Level - Jordan, Lockyer and Tate (Nelson Thornes, 2002, ISBN 0748743391) Chapter 9 – outlines on the views held by Freud in relation to religion. It sets out the key elements clearly, using a bullet point system and highlighted key concepts. There are plenty of discussion questions.

Freud and Jung on Religion - Michael Palmer (Routledge, 1997, ISBN-10: 0415147476) – the first section analyses Freud's claim relating to religion as a neurosis. The second section considers Jung's rejection of Freud's claims. A useful resource which needs no prior knowledge to access.

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-ca70c8aa-0d27-4cf8-8d8c-77a5d2fe01dc/fv-e0482d36-c7d2-415a-95c5-ec72d95d7795/A%20level%20Theme%201B%20Carl%20Jung%20by%20Philippe%20Dauphin%20for%20Challenging%20Religious%20Issues%20by%20Summer%202014.pdf – an article from Challenging Religious Issues, Issue 5, Summer 2014 – a critical discussion of Jung's key ideas and his views on religion by Philippe Dauphin.
- https://spaces.hightail.com/space/o6Fud/files/fi-e79f77c9-e969-4cca-9f61-009281d2169d/fv-8347f1e4-1951-40eb-a03f-b3f0eee13844/A%20level%20Theme%202D%20Psychology%20of%20religion%20(FREUD)%20by%20Peter%20Manning%20%20from%20%20RS%20REVIEW%20Jan%202015.pdf - Peter Manning's article from RS Review 2015, explores Jung's view of religious belief. Includes useful comment on Nietzsche; religion as a myth.
- http://journalpsyche.org/jungian-model-psyche/ - a detailed journal discussing the key points of Jung's theories.

YouTube help

- https://www.youtube.com/watch?v=AeftcdXPt_0&list=PL2ggVdhXSioz6Wxrx5BGhMrXJItHSrRJ3&index=2 - Excellent focus on the key elements of Jung's argument. Detailed and well-structured and narrated slides.
- https://www.youtube.com/watch?v=RWB8Gx2j0R0 - the first of two clips from the 1984 BBC documentary on Jung: Sea of Faith – gives an overview of Jung's life and thought.
- https://www.youtube.com/watch?v=RaqMBFu54E0 - the second clip from Sea of Faith on Jung. Quite dry but plenty of information on Jung relating to his views on religion.
- https://www.youtube.com/watch?v=eTBs-2cloEI Jung's 1959 interview by the BBC.

Specification Theme 1 Challenges to religious belief (part 2)

C) Issues relating to rejection of religion - Atheism

Rejection of belief in deities; the difference between agnosticism and atheism; the rise of New Atheism (antitheism); its main criticisms of religion: non-thinking; infantile worldview; impedes scientific progress.

Religious responses to the challenge of New Atheism: rejection by religious groups of New Atheist claims regarding incompatibility of science and religion; increase in fundamentalist religious activity relating to morality and community; increase in religious apologists in media.

Guidance for Teaching:

Candidates need to explain how more recent movements have arisen as a rejection of religion. They will need to clearly understand the philosophical differences between agnosticism and atheism and be able to explain the reasons behind the rise of New Atheism. Candidates should also demonstrate awareness of the stated responses to New Atheism and be able to articulate why these responses have occurred. Consideration of New Atheist apologists such as Harris' The End of Faith (Simon & Schuster), Dawkins' The God Delusion (Black Swan) Dennett's Breaking the Spell (Penguin) and Hitchens' God is not Great (Atlantic Books) will be useful for centres in preparing candidates for this area of the specification, although a question will never be set on any particular apologist for the movement

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found in the digital resources site. This has ideas and suggested activities for students. There are further excellent resources on WJEC digital resource website - (see the second, third, fourth and fifth bullet points) which develop the discussion points. There is a wide range of articles and clips discussing this subtheme. To introduce AO2 themes OR to develop AO2 skills, you may want to introduce students to The Dawkins Delusion - Alister McGrath and Joanna Collicutt McGrath (SPCK, 2007). See Resources – Books.

Books:

Alister McGrath and Joanna Collicutt McGrath , The Dawkins Delusion (London: SPCK, 2007, ISBN 0281059276) – an evaluation of the ideas of Richard Dawkins regarding religion. Asks important questions about the relationship between science and religion.

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/atheism-ao1.html - an excellent pdf reference sheet in response to a question on the differences between atheism and agnosticism.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/pdf/atheism-ao1.pdf - an excellent AO1 pdf to accompany the above resource. Useful definition and quotations. Leads the discussion into new atheism.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/atheism-ao2.html - a useful AO2 interactive page and pdf, on new atheism.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/pdf/atheism-ao2.pdf - excellent AO2 evaluation on new atheism
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-fd1c255d-65bd-4856-943a-d936f506bc50/fv-ccefd9b8-7453-47f5-bfc4-51d26838bd50/A%20level%20Theme%201C%20Atheism%20by%20%20Sarah%20Tyler%20for%20RS%20Review%20%20Jan%202005.pdf - an article by Sarah K. Tyler for RS Review January 2005, asking whether atheism is the simplest explanation – a useful AO2 resource.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-87f9d679-df92-48ec-8e6b-dc1ecee02bbd/fv-3ee6ef46-7263-4400-8e76-906302cbb508/A%20level%20Theme%201C%20New%20Atheism%20RS%20Review%20Sept%202013.ppt - RS review: eight slide presentation on new atheism – useful focus on the key individuals, arguments and criticisms.
- https://spaces.hightail.com/space/378PUKQz0f/files/fi-cac6c7e0-f64e-47f9-92a5-0ce81151412a/fv-1f48a843-4936-4b3c-b55d-19240236d83a/A%20level%20Theme%201C%20New%20Atheism%20poster%20RS%20REVIEW%202013.pdf - a poster outlining key arguments on new atheism. Useful classroom focus on key points.
- http://www.iep.utm.edu/n-atheis/ - the Internet Encyclopaedia of Philosophy – offers insight on a range of philosophical issues such as new atheism. Gives a good overview and then offers chapters discussing the range of issues.
- https://www.iep.utm.edu/religion/#SH4d - the Internet Encyclopaedia of Philosophy – covers a wide range of issues. In this case, discussing the challenge of science and the coherence of Theism.
- https://www.theguardian.com/commentisfree/2006/may/03/cananatheistbeafundamenta an important article by A.C. Grayling in which he questions being called an atheist.

YouTube help

- https://www.youtube.com/watch?v=3LGm0iWPC80&t=8s Watch Richard Dawkins and Alister McGrath together in discussion.
- https://www.youtube.com/watch?v=o3VSGHvNXhg&index=3&list=PL2ggVdh XSioz6Wxrx5BGhMrXJItHSrRJ3 - an excellent discussion of new atheism - =the entire film can be purchased from the "philosophy ninja" website.
- https://www.youtube.com/watch?v=TdDp0QFOY9w&index=4&list=PL2ggVdh XSioz6Wxrx5BGhMrXJItHSrRJ3 - Religious responses to the challenge of new atheism – a very clear discussion of the religious responses which can be used in class or as revision by students - again you need to purchase the entire film from the philosophy ninja website.
- https://www.youtube.com/watch?v=iUUpvrP-gzQ - Ricky Gervais – Unbelievers Interview.
- https://www.youtube.com/watch?v=nfIBEJYZG7o - Richard Dawkins and Ricky Gervais on Religion.
- https://www.youtube.com/results?search_query=alister+mcgrath+science - a whole selection of video related to Alister McGrath and his arguments relating to religion and science.
- https://www.youtube.com/watch?v=WZ7aMRFYAnI - a clip by the Muslim Cleric - Dr. Shabir Ally - how to respond to an atheist. Other clips are also available.

Specification Theme 2 Religious experience (part 2)

A) The influence of religious experience on religious practice and faith

Value for religious community including: affirmation of belief system; promotion of faith value system; strengthening cohesion of religious community.

Value for individual including faith restoring; strengthening faith in face of opposition; renewal of commitment to religious ideals and doctrines.

Guidance for Teaching:

Candidates should demonstrate both knowledge and understanding of the value of religious experiences for religious communities in this section. Key to this section is the use of pertinent exemplification from one or more religious traditions. Demonstrating understanding of how various experiences can validate the tradition for the community is required. Centres may wish to refer to such events as the appearance of key religious figures in visions as one such example of the affirmation of a belief system. Equally the experience of a miraculous event may also be used to show the effect on the believing community in terms of strengthening community cohesion. In terms of considering the influence of religious experience on the individual, candidates should be able to explain how such experiences can strengthen the individual's faith (as in the case of mystical experiences) or reaffirm commitment to religious ideals or doctrines (as may occur in a conversion or religious renewal experience). Candidates are not expected to provide lengthy theoretical explanations of the religious experiences – the focus is on the influence of such experiences on religious practice and faith.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. Jordan, Lockyer and Tate offer detailed information and Mel Thompson and Peter Vardy offer very informative and readable resources (see Resources for Teaching – Books).

To introduce AO2 themes OR to develop AO2 skills, you may want to introduce students to the discussion by Dr. William Lane Craig (see Digital – YouTube help).

Books:

Philosophy of Religion for A-Level - Jordan, Lockyer and Tate (Nelson Thornes, 2002, ISBN 0748743391) Chapter 6 – A useful resource. It sets out the key elements clearly, using a bullet point system and highlighted key concepts. There are plenty of discussion questions.

Philosophy of Religion 5, Revelation and Religious Experience - Jonathan Webber (Abacus, 1995 ISBN 1898653119).

An Introduction to the Philosophy of Religion - Brian Davies (OPUS, 1993, ISBN 0199263477) Chapter 7 – a critical examination of religious experiences.

Teach Yourself Philosophy of Religion – Mel Thompson (Hodder and Stoughton, 2003, ISBN 0340867574), Chapter 1 – a readable and informative guide.

The Puzzle of God – Peter Vardy (Fount, 1999, ISBN 0006281435) Chapter 17 – a very readable resource.

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- http://www.mel-thompson.co.uk/Notes%20for%20Students/Religious%20experience.html - a clear, useful and detailed discussion of a range of issues and concepts regarding religious experiences.
- https://www.truetube.co.uk/film/pauls-conversion - this is a very useful website with plenty of discussion in the form of small films on a range of topics. You do need to register, which is free.
- http://resources.wjec.co.uk/Pages/ResourceSingle.aspx?rIid=2107 - a WJEC resource page which includes a range of materials focusing on religious experience.
- http://www.st-marys-centre.org.uk/resources/challengingreligiousissues/Issue%201_ChallengingReligiousIssues.pdf - the second article in the resource written for A2, that discusses the research of Religious Experience in China: The Alister Hardy Project. Found on http://resources.hwb.wales.gov.uk/VTC/2012-13/27082013/ChallengingReligiousIssues/en/1_Challenging_Religious_Issues_English.pdf .
- https://www.thestudentroom.co.uk/revision/religious-education/miracles - a valuable revision resource.
- https://www.slideshare.net/a.horsley/revision-rel-experience - a revision slideshare – gives an overview of Religious Experience.
- https://www.youtube.com/watch?v=kYvaYajFgfs The Alister Hardy society focuses on the value of religious experience for individuals. This video provides a great example of individual impact of religious experiences.

YouTube help

- https://www.youtube.com/watch?v=AYc4hmrHthg - comment from Dr William Lane Craig, discussing the concept of whether we can trust religious experiences.

St Thomas Aquinas (miracles different from the usual order), David Hume (transgression of a law of nature), R.F. Holland (contingency miracle), Richard Swinburne (religious significance). Consideration of reasons why religious believers accept that miracles occur: evidence from sacred writings; affirmation of faith traditions; personal experience.

Guidance for Teaching:

Candidates are required to explain clearly how miracles are variously defined by a number of different philosophers. Candidates have an opportunity to appreciate how ideas about what defines a miracle have developed over time and they should be able to identify and explain these developments. Candidates should have an understanding of Aquinas' views on miracles, how they are events that go beyond the usually observed order of nature, but that they are not completely contrary to nature as they are considered to be in accord with the universal order of nature as ordained by God. They should also appreciate that Hume's definition was a development of this, in that he held all claims of miracle as being transgressions of the laws of nature. Furthermore the definitions of Holland – in terms of miracles being equated to coincidences and Swinburne – that miracles must have religious significance to be properly termed such, each demonstrate properties that will support or deny the claim that miracles can occur.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. Jordan, Lockyer and Tate offer detailed information, and Mel Thompson and Peter Vardy offer very informative and readable resources (see Resources - Books).

To introduce AO2 themes OR to develop AO2 skills, you may want to introduce students to the discussions on the WJEC resources (see the fourth and fifth bullets under digital resources).

Books:

WJEC/Eduqas Religious Studies for A level Year 2 and A2 Philosophy of Religion – Peter Cole and Karl Lawson (Illuminate, 2018, ISBN 191120839X), Chapter 2 – The endorsed resource that covers all aspects of the specification.

The Puzzle of God – Peter Vardy (Fount, 1999, ISBN 0006281435) Chapter 17 - a very readable resource.

Teach Yourself Philosophy of Religion – Mel Thompson (Hodder and Stoughton, 2003, ISBN 0340867574), Chapter 6 – a readable and informative guide.

An Introduction to the Philosophy of Religion - Brian Davies (OPUS, 1993, ISBN 0199263477) Chapter 10 – a critical examination of miracles.

Philosophy of Religion for A-Level - Jordan, Lockyer and Tate (Nelson Thornes, 2002, ISBN 0748743391) Chapter 12 - A useful resource. It sets out the key elements clearly, using a bullet point system and highlighted key concepts. There are plenty of discussion questions.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 3. A very useful account of the definitions of miracle and the support and challenges for them.

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/miracles-ao1.html - an interactive summary resource about the possibility of miracles.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/pdf/miracles-ao1.pdf - a very useful pdf handout discussing miracles.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/miracles-ao2.html - an interactive evaluative guide to whether it is unreasonable to believe in miracles.
- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/pdf/miracles-ao2.pdf - an evaluative pdf for AO2: whether it is unreasonable to believe in miracles.
- https://philosophydungeon.weebly.com/hare.html - a discursive essay between R.M. Hare and Antony Flew. Hare introduces the concept of 'bliks' a parable relating to the use of religious language. Includes useful analysis, further discussion and examples. The whole website is very accessible.
- https://spaces.hightail.com/space/bzyMpipojd/files/fi-a7083936-10f6-4c04-85e6-4c2087786a80/fv-61795fe7-87a8-4ed8-b0b1-69aae73b5f10/A%20Level%20Theme%202B%20%20BBC%20Radio%204%20-%20In%20Our%20Time%20-%20Miracles.mp3 - an mp3 download from BBC Radio Four's 'In Our Time' on Miracles.
- https://www.thestudentroom.co.uk/revision/religious-education/miracles - a valuable revision resource.

YouTube help

- https://www.youtube.com/watch?v=OQSNhk5ICTI - an example which could guide discussion as to what a miracle is.
- https://www.youtube.com/watch?v=JtfPp4o8SYA&index=4&list=PL2ggVdhXSioyz-PaKtRnzChOVVVgXp4Wi - an excellent educational video from Philosophy Ninja for A2 giving general arguments in favour of belief in miracles.
- https://www.youtube.com/watch?v=nXQIvr316bY&index=1&list=PL2ggVdhXSioyz-PaKtRnzChOVVVgXp4Wi - a detailed and A2 specific video on philosophical definitions of miracles from Philosophy Ninja.
- https://www.youtube.com/watch?v=WY-pDCyq5GI - the story of Bernadette of Lourdes as an example of a miracle.
- https://www.youtube.com/watch?v=zptgZ68F2dU - interview with Fabrice Muamba, useful as an example of miracle.

Other Resources

Biblical miracles: Genesis 1:1-31; Mark 5:1-20; Matthew 14: 22-33; Exodus 7:14-11:10; Exodus 14; Matthew 14: 13-21; John 11:1-44; Joshua 10; Luke 24.

Acts 9:1-18 - St Paul's Conversion
Matthew 3 – Jesus' Baptism

C) A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles

David Hume – his scepticism of miracles including challenges relating to testimony-based belief; credibility of witnesses; susceptibility of belief; contradictory nature of faith claims.

Richard Swinburne – his defence of miracles, including definitions of natural laws and contradictions of Hume's arguments regarding contradictory nature of faith claims and credibility of witnesses.

Guidance for Teaching:

In this section, candidates need to be able to apply the knowledge gained in 2B and demonstrate an understanding of how Hume's and Swinburne's views can be compared, and what they reveal about the understanding of miracles from both within and outside the Christian tradition. It is expected that candidates will have a detailed knowledge and understanding of the views on miracles from both philosophers such that a comparison between them can clearly be made.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC scheme of learning which can be found on the digital resources site. This has ideas and suggested activities for students. Mel Thompson and Brian Davies offer very informative and readable resources (see Resources - Books).

To introduce AO2 themes OR to develop AO2 skills, you may want to introduce students to the discussions on the debate between David Hume and Richard Swinburne (see Resources – YouTube help).

Books:

WJEC/Eduqas Religious Studies for A level Year 2 and A2 Philosophy of Religion – Peter Cole and Karl Lawson (Illuminate, 2018, ISBN 191120839X), Chapter 2 – this board endorsed resource follows each area of the specification.

Teach Yourself Philosophy of Religion – Mel Thompson (Hodder and Stoughton, 2003, ISBN 0340867574), Chapter 6 - a readable and informative guide.

An Introduction to the Philosophy of Religion - Brian Davies (OPUS, 1993, ISBN 0199263477).

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf- a good overview of this part of the spec – useful ideas for teaching the component.
- http://www.qcc.cuny.edu/SocialSciences/ppecorino/INTRO_TEXT/Chapter%203%20Religion/CH-3-Documents/ch3-Swinburne-possibility-Miracles.pdf - a very useful resource that focuses on Richard Swinburne's article on the possibility of miracles.
- https://www.thestudentroom.co.uk/revision/religious-education/miracles - a valuable revision resource.
- https://revisionworld.com/a2-level-level-revision/religious-studies/philosophy-religion/miracles/concept-miracles - another revision resource that focuses on Hume and criticisms made against him. Usefully bullet-pointed.
- https://philosophyfinds.wordpress.com/2017/05/25/richard-swinburne-miracles/ - an A2 resource, bullet-pointed focus on Swinburne's argument for belief in miracles.
- https://www.slideshare.net/a.horsley/revision-miracles - a resource which discusses the key points relating to Miracles. Includes Hume, practical arguments and Swinburne.

YouTube help
- https://www.youtube.com/watch?v=u9OzarqbChc&index=2&list=PL2ggVdhXSioyz-PaKtRnzChOVVVgXp4Wi - an excellent educational video from Philosophy Ninja on the challenges to belief in miracles with reference to David Hume.
- https://www.youtube.com/watch?v=T35h8xV3hM0&list=PL2ggVdhXSioyz-PaKtRnzChOVVVgXp4Wi&index=3 - an excellent educational video from Philosophy Ninja on the challenges to belief in miracles.
- https://www.youtube.com/watch?v=BQ2qjVkMj6s - a useful documentary discussion on David Hume and his theory of knowledge by Andrew Marr for Explore – BBC.
- https://www.youtube.com/watch?v=BpkRh3qVh_Y - a podcast download from BBC Radio Four's 'In Our Time' on David Hume.
- https://www.youtube.com/watch?v=23YMT3SJ-l8&t=27s - the final part of an interview with Richard Swinburne where he talks about miracles.

Other Resources
- http://podcasts.ox.ac.uk/lecture-16-david-hume-introduction-miracles - a lecture starting the discussion of David Hume, particularly "Of Miracles. Offers differing interpretations of Hume's argument.
- http://podcasts.ox.ac.uk/lecture-18-humes-miracles-part-2 - a lecture giving an overview of Hume's argument.

Specification Theme 3 Religious Language (part 1)

A)   Inherent problems of religious language

Limitations of language for traditional conceptions of God such as infinite and timeless; challenge to sacred texts and religious pronouncements as unintelligible; challenge that religious language is not a common shared base and experience; the differences between cognitive and non-cognitive language.

Guidance for Teaching:

Candidates should be able to explain why religious language is considered to contain inherent problems and what these particular problems are. Candidates should show knowledge and understanding of the traditional concepts of God and why these present difficulties for philosophers due to the limitations of human language which is based on the finite experience of human beings. Candidates should also demonstrate clear understanding of the differences between cognitive and non-cognitive forms of language and be able to explain what the implications of these differences are for an understanding of religious language.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. The resources found in Resources – Books, offer excellent overviews, summaries and revision focus on the issue. To introduce AO2 issues, see the 4th bullet point under the Digital resources heading.

Books:

Philosophy of Religion 1 – Religious Language - Peter Cole and John Lee. (Abacus, 2007, ISBN 1898653054) – a specific A Level book which examines the key issues and features summary diagrams and advice.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 2 - – this provides knowledge as well as revision through diagrams, examination style questions. The unit summary provides a visual prompt for key knowledge.

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- http://peped.org/philosophicalinvestigations/handout-religious-language/ A good introduction to the main issues of religious language.
- https://www.iep.utm.edu/rel-lang/ The introduction of this article is a valuable resource for showing how issues of religious language can be problematic for the Abrahamic religions.

YouTube help

- [www.youtube.com/watch?v=8pzGW1XfDTg&list=PL2ggVdhXSioxVEVyZsyin GanBhv5ywAL7&index=1](http://www.youtube.com/watch?v=8pzGW1XfDTg&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7&index=1) - an excellent discussion of the inherent problems of religious language – you need to subscribe to Philosophy Ninja site for the full videos, but an excellent resource.

Specification Theme 3 Religious Language (part 1)

B)   Religious language as cognitive, but meaningless

Logical Positivism – Verification by *Alfred J. Ayer (A.J. Ayer)* – religious ethical language as meaningless; there can be no way in which we could verify the truth or falsehood of the propositions (e.g. God is good, murder is wrong); falsification nothing can counter the belief (Antony Flew).

Criticisms of verification: the verification principle cannot itself be verified; neither can historical events; universal scientific statements; the concept of eschatological verification goes against this.

Criticisms of falsification: *Richard Hare* – bliks (the way that a person views the world gives meaning to them even if others do not share the same view); *Basil Mitchell* – partisan and the stranger (certain things can be meaningful even when they cannot be falsified); *Richard Swinburne* – toys in the cupboard (concept meaningful even though falsifying the statement is not possible).

Guidance for Teaching:

Candidates should be able to explain clearly how they understand religious language to be a cognitive but meaningless form of language. They should be able to explain the general aims of Logical Positivism, in terms of the consideration of religious language, with particular reference to the principles of verification and falsification in this and show clear understanding of how these two principles can be used to demonstrate that religious language is considered to be meaningless. Candidates are also expected to be able to show how each of the aspects of these principles have been challenged by religious philosophers and explain these challenges through the concept of 'Bliks' (Hare) as well as through the examples of the partisan and the stranger (Mitchell) and the 'Toys in the Cupboard' (Swinburne).

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. The resources found in Resources - Books offer excellent overviews, summaries and revision focus on the issue. There is also a wealth of YouTube clips (See YouTube help). To introduce AO2 themes or to develop AO2 skills there are further excellent and accessible articles and pdfs discussing the issues - (see the Resources for Teaching - Digital and the YouTube help). The very best resource is the last bullet point under Resources – digital, the short article on theology and falsification on which much of this subtheme is based. Students who are interested in this area, are strongly encouraged to read this article.

Books:

An Introduction to the Philosophy of Religion - Brian Davies (OPUS, 1993, ISBN 0199263477), Chapter 1 – a critical examination of religious language and the issues surrounding its use.

Understand the Philosophy of Religion; Teach Yourself – Mel Thompson (Hodder and Stoughton, 2003 ISBN 1444105000), Chapter 2 – concise and well-structured discussion of the key issues. Very accessible for students
Philosophy of Religion 1 – Religious Language - Peter Cole and John Lee. (Abacus, 2007, ISBN 1898653054) – a specific A Level book which examines the key issues and features summary diagrams and advice.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 2 – this provides knowledge as well as revision through diagrams, examination style questions. The unit summary provides a visual prompt for key knowledge.

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-f5cb75b3-dbae-45ae-ae2a-a68ae7053580/fv-5ad0977b-2261-4bae-9065-d8fd119d13ed/A%20level%20Theme%203B%20Is%20religious%20language%20meaningless%20by%20Sarah%20Tyler%20from%20RS%20Review%20Jan%202008.pdf - a very useful article from RS Review Jan. 2008, discussing whether religious language is meaningless.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-9b3999de-987c-4035-8904-2b2bad26cd47/fv-3c8c4101-241c-4d79-9003-d842085f8698/A%20Level%20Theme%203%20Religious%20Language%20by%20Sarah%20K.%20Tyler%20from%20RS%20Review%20Jan%202012.pdf - an excellent article from RS Review from Jan. 2012, which provides a set of revision notes on the topic. Covers the whole topic, focusing on key concepts.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-4bfcdc17-0d58-4238-a097-556a91bdf2d3/fv-f75f3d6b-00d0-4220-ba1e-0a863c6a408d/A%20level%20Theme%203%20Religious%20Language%20by%20Sarah%20Tyler%20from%20RS%20review%20April%202006.pdf - an excellent article from RS Review April 2006, discussing religious language being cognitive and non-cognitive. Further discussion on Language Games and Wittgenstein.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-8403a84c-32f6-4e7a-9139-2b02d7d07150/fv-42bb2056-d02c-4773-8469-21b94cf2c94c/A%20level%20Theme%203B%20Logical%20Positivism.doc - a useful document discussing Logical Positivism. It includes tasks to develop understanding further.
- https://www.slideshare.net/aquinas_rs/ayer-lesson-1-religious-language - a well-structured lesson on A.J. Ayer on religious language.

- https://www.slideshare.net/aquinas_rs/ayer-lesson-2-the-verification-principle - a well-structured second set of slides on A.J. Ayer and the Verification principle.
- https://www.slideshare.net/a.horsley/religious-language - a slideshow discussing Religious Language and Verification
- http://www.alevelphilosophy.co.uk/handouts_religion/ReligiousLanguageVerificationism.pdf - an article by Michael Lacewing that explains and details the argument of A.J. Ayer
- http://www.secularrights.com/flewfalsification.html - a detailed and structured set of notes on Antony Flew and the Falsification Principle. Discusses a range of different views.
- https://mrlivermore.pushmepress.com/2015/10/23/verification-and-falsification/ - a well set out and useful page on Verification and Falsification from Sevenoaks School Philosophy Department.
- http://www.politik-salon.de/files/theory_of_falsification.pdf This is the primary text for this area of the specification – it is also one of the most read Philosophy articles of all time.

YouTube help:

- https://www.youtube.com/watch?v=381eZrBU86s&t=1s&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7&index=2 - you need to subscribe to Philosophy Ninja site for the full videos, but an excellent resource.
- https://www.youtube.com/watch?v=jXSGuGq63eo&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7&index=3 - you need to subscribe to Philosophy Ninja site for the full video, but an excellent resource. It discusses ideas for part a or b, looking at the scholars who directly challenge the Verification principle.
- https://www.youtube.com/watch?v=kpFvgDGEvrM&index=4&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7 - you need to subscribe to Philosophy Ninja site for the full videos, but an excellent resource.
- https://www.youtube.com/watch?v=wJKobhY7KD0&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7&index=5 - you need to subscribe to Philosophy Ninja site for the full videos, but an excellent resource. For part (a) or (b), scholarly challenges to the Falsification principle.
- https://www.youtube.com/watch?v=aUrRTLZmj_4&t=59s - a useful and well-structured video, discussing a range of views, developed for A2 Philosophy.
- https://www.youtube.com/watch?v=Xs45uy7aHSY - a very useful and detailed video produced by Haydon School REP Department to revise the topic. Created with the use of Explain Everything ™ Interactive Whiteboard for iPad.
- https://www.youtube.com/watch?v=TgmEEDyeDv8 - video from Harry Potter – Herminone and others offer evidence to challenge the Hallows as a myth. Why would Harry continue to believe they are real? Raises the issues of Falsification – nothing can counter belief (Antony Flew).
- https://www.youtube.com/watch?v=dPer6gkbbDw - video discussing Antony Flew and the parable of the Invisible Gardener – a lecture by Professor Matt McCormick. Detailed and focused.
- https://www.youtube.com/watch?v=TaT5xIkL8eA - a fun presentation Antony Flew – Falsification - John Wisdom's Garden analogy.

Specification Theme 3 Religious Language (part 1)

C)   Religious language as non-cognitive and analogical

Proportion and attribution (St Thomas Aquinas) and qualifier and disclosure (Ian Ramsey). Challenges including how far analogies can give meaningful insights into religious language.

A consideration of how these two views (Aquinas/Ramsey) can be used to help understand religious teachings.

Guidance for Teaching:

In this section, candidates should be able to explain how the work of Aquinas and Ramsay has demonstrated that the function of religious language is better understood as non-cognitive. Candidates should be able to show how Aquinas rejected univocal and equivocal language in favour of analogical language as a more appropriate form of language to talk about, and thereby gain a deeper understanding, of God. A clear understanding of what Aquinas meant be analogy of proportion and attribution is expected. Candidates should also show how Ramsay in the twentieth century, developed Aquinas ideas concerning the use of analogy, and by referring to languages in terms of models and qualifiers. Candidates should also be prepared to explain the various challenges raised against analogical language as a meaningful form of language to express religious beliefs and ideas.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. The resources found in Resources - Books offer excellent overviews, summaries and revision focus on the issue. To introduce AO2 themes or to develop AO2 skills there are further excellent and accessible articles and pdfs discussing the issues - see Resources – Digital and the YouTube help.

Books:

An Introduction to the Philosophy of Religion - Brian Davies (OPUS, 1993, ISBN 0199263477), Chapter 2 - a critical examination of religious language.

Understand the Philosophy of Religion; Teach Yourself – Mel Thompson (Hodder and Stoughton, 2003 ISBN 1444105000), Chapter 2 – concise and well-structured discussion of the key issues. Very accessible for students.

Philosophy of Religion 1 – Religious Language - Peter Cole and John Lee. (Abacus, 2007, ISBN 1898653054) – a specific A Level book which examines the key issues and features summary diagrams and advice.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 2 - this provides knowledge as well as revision through diagrams, examination style questions. The unit summary provides a visual prompt for key knowledge.

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- https://www.huffingtonpost.com/bert-montgomery/of-an-invisible-rabbit-an_b_9551764.html - an excellent article drawing comparisons between Harvey the Invisible Rabbit and the Resurrection.
- http://lpphilosophy.weebly.com/uploads/1/3/9/1/13919703/religious_language_as_analogy.doc – an excellent detailed word document on St Thomas Aquinas' proportion and attribution.
- https://prezi.com/2ihadaqomubi/an alogy-of-attribution-andproportionality/ - a useful and well-structured presentation: Analogy of proportion and attribution.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-9eafc1d3-c11f-41d3-96f1-08eba4af3f01/fv-ebb06177-4b4a-42b7-a326-4ec85f4167e3/A%20Level%20Theme%203%20Analogy%20by%20Jon%20Mayled%20Jan%202013.pdf - from RS Review, January 2013 – an article on analogy by John Mayled.

Youtube help:
- https://www.youtube.com/watch?v=EHW4sbHYEyg&index=6&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7 - you need to subscribe to Philosophy Ninja site for the full video, but an excellent resource on the concept of religious language as analogy.

Other resources:
- "Harvey': (DVD) 1950 Comedy Drama starring James Stewart. The story of Elwood P. Dowd whose best friend is a 'pooka' named Harvey – in the form of a six-foot, three-and-a-half-inch tall invisible rabbit.
- Psalm 119:4; Daniel 2:20-21; 1 Corinthians 3:19; John 1:1-5 and Genesis 1:26-27 – different suggested Biblical passages to explore the use of religious language in relation to St Thomas Aquinas' concept of analogy.

Specification Theme 4 Religious Language (part 2)

A) Religious language as non-cognitive and symbolic

Functions of symbols (*John Randall*); God as that which concerns us ultimately (*Paul Tillich*). Challenges including whether a symbol is adequate or gives the right insights. A consideration of how these two views (*Randall/Tillich*) can be used to help understand religious teachings.

Guidance for Teaching:

This section requires candidates to develop further their understanding of religious language as non-cognitive, by being able to explain how Randall (function) and Tillich (ultimate concern) refer to the use of symbolic language as an appropriate form for providing a deeper and more meaningful understanding of religious beliefs and concepts. Centres are advised to use appropriate exemplification from one or more religious traditions to assist candidates in explaining the ideas of Randall and Tillich. Candidates should also be prepared to explain the various challenges raised against symbolic language as a meaningful form of language to express religious beliefs and ideas.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. The pdf found under Resources – Digital, second bullet-point down, is a well-explained pdf, specifically for A2. Philosophy Ninja offers an excellent video on the concept of Religious Language – you would need to purchase the whole film (see YouTube help). To introduce AO2 themes OR to develop AO2 skills there are further excellent and accessible articles and pdfs discussing the issues - (see Resources - digital).

Books:

Teach Yourself Philosophy of Religion – Mel Thompson (Hodder and Stoughton, 2003, ISBN 0340867574), Chapter 2 – concise and well-structured discussion of the key issues. Very accessible for students.

Philosophy of Religion 1 – Religious Language - Peter Cole and John Lee. (Abacus, 2007, ISBN 1898653054) – a specific A Level book which examines the key issues and features summary diagrams and advice.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 2 – this provides knowledge as well as revision through diagrams, examination style questions. The unit summary provides a visual prompt for key knowledge.

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- https://static.pushmepress.com/assets/docs/Myth_and_Symbol.pdf - A2 Myth and Symbol: Religious Language in Context – detailed and well-explained pdf. Contains tasks to further explore the issue.
- http://www.philosophyzer.com/john-herman-randall-jnr/ - a useful and detailed article form the Philosophyzer on John Randall's view. Tag Archives lead to further articles relating to Paul Tillich and the Nature of Religious Language.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-9b3999de-987c-4035-8904-2b2bad26cd47/fv-3c8c4101-241c-4d79-9003-d842085f8698/A%20Level%20Theme%203%20Religious%20Language%20by%20Sarah%20K.%20Tyler%20from%20RS%20Review%20Jan%202012.pdf - an excellent article from RS Review from Jan. 2012, which provides a set of revision notes on the topic. Covers the whole topic, focusing on key concepts, an excellent revision article, well set out and clearly reviews the concepts discussed in this entire theme.
- https://shahrukh486.wordpress.com/tag/a2-religious-studies-revision - Tillich in a nutshell – good focused revision page.
- https://mtabaczek.files.wordpress.com/2012/02/paul-tillich.pdf - article relating to Paul Tillich's Reason and Revelation, Being and God – raises good questions, detailed and well explained explanation of the key issues.
- http://michaelgleghorn.com/documents/PaulTillichsTheology.pdf - a good article on Tillich's theory of symbols
- http://www.tere.org/assets/downloads/secondary/pdf_downloads/ALevel/RelLang.pdf - a well set out pdf for A2 discussing Religious Language – a good overview with key points explained throughout.
- http://www.alevelphilosophy.co.uk/resources/free-handouts-library/handouts-library/philosophy-of-religion/#faith - links to a range of articles, powerpoints and handouts by Michael Lacewing – on different issues, including Religious Language.

YouTube help

- https://www.youtube.com/watch?v=lTbQRhbNNRQ&index=7&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7 - discussing the concept of religious language as Symbol. Very accessible and detailed. The complete film can be purchased from the Philosophy Ninja website.

Specification Theme 4 Religious Language (part 2)

B) Religious language as non-cognitive and mythical

Complex form of mythical language that communicates values and insights into purpose of
existence.

Supportive evidence – different forms of myths to convey meaning: creation myths; myths of good against evil; heroic myths. Myths help to overcome fears of the unknown; myths effective way of transmitting religious, social and ethical values.

Challenges: problem of competing myths; meanings of myths change over time as they reflect the values of society as societal constructs; demythologisation of myths results in varying interpretations, myths often incompatible with scientific understanding of the world.

Guidance for Teaching:

Similarly to 4A, in section 4B candidates should be able to explain how, as a form of non-cognitive language, religious language can be understood as mythical. Again, centres are advised to use appropriate exemplification from one or more religious tradition to assist candidates in explaining the way in which mythical language communicates values and insights into the purpose of existence and therefore serves a similar function to religious language. Candidates should also be prepared to explain the various challenges raised against mythical language as a meaningful form of language to express religious beliefs and ideas.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. The resources found in Resources – Books offer excellent overviews, summaries and revision focus on the issue. To introduce AO2 themes or to develop AO2 skills there are further excellent and accessible articles and pdfs discussing the issues – found under Resources - Digital.

Books:

WJEC/Eduqas Religious Studies for A level Year 2 and A2 Philosophy of Religion – Peter Cole and Karl Lawson (Illuminate, 2018, ISBN 191120839X), Chapter 4 - board endorsed and goes through each aspect of the specification.

Philosophy of Religion 1 – Religious Language - Peter Cole and John Lee. (Abacus, 2007, ISBN 1898653054) – a specific A Level book which examines the key issues and features summary diagrams and advice.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 2 – this provides knowledge as well as revision through diagrams, examination style questions. The unit summary provides a visual prompt for key knowledge.

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- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/16-17_2-18/wjec/en/pdf/cognitive-ao2.pdf - a useful and detailed evaluative handout, challenging the falsification Principle
- https://spaces.hightail.com/space/YXimc/files/fi-a8355df6-e08a-43f2-96ab-61af419928a7/fv-8891dbe3-3504-4f02-afe7-7d69e05a2299/A%20level%20Theme%204%20Religious%20Language%20by%20Sarah%20Tyler%20from%20RS%20review%20April%202006.pdf - excellent A2 article discussing religious language.
- http://peped.org/philosophicalinvestigations/whizz-through-powerpoint-religious-language/ - a detailed and well explained revision PowerPoint discussing religious language
- http://www.alevelphilosophy.co.uk/resources/free-handouts-library/handouts-library/philosophy-of-religion/#faith - links to a range of articles, PowerPoints and handouts by Michael Lacewing – on different issues, including Religious Language
- https://www.slideshare.net/a.horsley/religious-language - discusses the key concepts carefully from all three sections on the syllabus. A useful overview with examples.
- https://www.hoddereducation.co.uk/media/Documents/magazine-extras/RS%20Review/RS%20Rev%20Vol%209%20No%203/RSRev-9_3-centrespread.pdf?ext=.pdf - an excellent and very accessible summary on one page of the key elements relating to Religious Language.
- http://peped.org/philosophicalinvestigations/powerpoint-myth-imaginal-theology/ - a useful resource looking at the use of myth within religious language.
- https://www.slideshare.net/ndaguiar/myth-religious-language - good focus on religious language relating to myths

Specification Theme 4 Religious Language (part 2)

C) Religious language as a language game

Meaningful to people who participate in same language game (*Ludwig Wittgenstein*).

Supportive evidence – non-cognitive form of language provides meaning to participants within
language game; consider use of language not meaning; language games fit with coherence theory of truth; religious language as expressions of belief.

Challenges, including rejection of any true propositions in religion that can be empirically verified; does not allow for meaningful conversations between different groups of language users; does not provide adequate meaning for the word 'God'.

Guidance for Teaching:

Candidates should be able to explain how religious language is a language game that is representative of a particular form of life. Wittgenstein's theory of language should be explained in terms of his development from 'picture language' to a form of language which was specific to a particular activity in life, and therefore meaningful to those involved in the game. Candidates should refer to appropriate exemplification to illustrate Wittgenstein's theory as well as appropriate supporting evidence, including the coherence theory of truth. Vardy's *Puzzle of God*, Chapter 2 (William Collins) has a useful introduction to this. Candidates should also be prepared to explain the various challenges to Wittgenstein's language games.

Useful resources

If you want a quick overview to the subject that is board-specific, simply start with the WJEC overview which can be found on the digital resources site. This has ideas and suggested activities for students. The resources found in Resources - Books (below) offer excellent overviews, summaries and revision focus on the issue. There are some excellent videos as well as a podcast on Ludwig Wittgenstein (see YouTube help).To introduce AO2 themes or to develop AO2 skills the Philosophy Ninja clip is excellent on Language Games (see YouTube help) and there are further excellent and accessible articles and pdfs discussing the issues, see Resources - digital).

Books:

WJEC/Eduqas Religious Studies for A level Year 2 and A2 Philosophy of Religion – Peter Cole and Karl Lawson (Illuminate, 2018, ISBN 191120839X), Chapter 4 - board endorsed and goes through each aspect of the specification.

WJEC A2 Religious Studies – Study and Revision Guide – Delyth Ellerton-Harris (Illuminate, 2013, ISBN 1908682108), Chapter 2 – this provides knowledge as well as revision through diagrams, examination style questions. The unit summary provides a visual prompt for key knowledge.

Teach Yourself Philosophy of Religion – Mel Thompson (Hodder and Stoughton, 2003, ISBN 0340867574), Chapter 2 – concise and well-structured discussion of the key issues. Very accessible for students.

Philosophy of Religion 1 – Religious Language - Peter Cole and John Lee. (Abacus, 2007, ISBN 1898653054) – a specific A Level book which examines the key issues and features summary diagrams and advice.

Digital:

- http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2017-18/17-18_2-24/u5-sow-year2-wjec.pdf - a good overview of this part of the spec – useful ideas for teaching the component.
- https://spaces.hightail.com/space/Y01hhlwLbh/files/fi-f5cb75b3-dbae-45ae-ae2a-a68ae7053580/fv-5ad0977b-2261-4bae-9065-d8fd119d13ed/A%20level%20Theme%203B%20Is%20religious%20language%20meaningless%20by%20Sarah%20Tyler%20from%20RS%20Review%20Jan%202008.pdf - an article which explores whether religious language is meaningless. Good resource at A2.
- http://www.alevelphilosophy.co.uk/resources/free-handouts-library/handouts-library/philosophy-of-religion/#faith - links to a range of articles, powerpoints and handouts by Michael Lacewing – on different issues, including Religious Language.
- https://www.hoddereducation.co.uk/media/Documents/magazine-extras/RS%20Review/RS%20Rev%20Vol%209%20No%203/RSRev-9_3-centrespread.pdf?ext=.pdf - an excellent and very accessible summary on one page of the key elements relating to Religious Language.
- https://www.slideshare.net/PhilosophicalInvestigations/religious-language-51428330 - a good overview of the whole question of Religious Language.

YouTube help

- https://www.youtube.com/watch?v=idQiShiG1PA&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7&index=8 - Philosophy Ninja – focused on language games – very accessible and detailed.
- https://www.youtube.com/watch?v=DXDT4xEevo8 - a lively animated film discussing two personality types defined by Alan Watts.
- https://www.youtube.com/watch?v=pQ33gAyhg2c - a very accessible film on Ludwig Wittgenstein: his life and work.
- https://www.youtube.com/watch?v=s9jYaTCn8vw - a podcast from BBC Radio 4 'In our Time' on Ludwig Wittgenstein.
- https://www.youtube.com/watch?v=VgW_PFI-Xs4 - Philosophy Bites on Ludwig Wittgenstein – discussion on Wittgenstein's work and thought - accessible in a question and answer format.