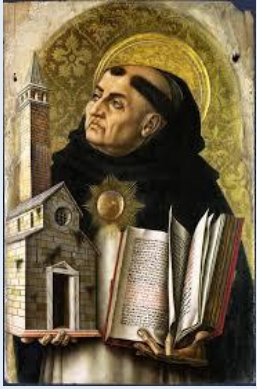


## Year 11 To Year 12 Bridging Unit – Religious Studies

### Philosophy Of Religion:



There will be many key terms that you'll be expected to use in this area of your studies. Some of the terms can have more than one meaning depending upon the context (equivocal) but for now, we will stick to their basic philosophical use.

Research the following terms and see if you can not only explain what they mean but also create a sentence to put them into. One of them has already been completed for you as an example.



Term	Meaning (in your own words!)	Sentence / Context
A posteriori		
A priori		
Analytical statement	<p><i>A statement which is true by definition. It does not require someone to go and find any evidence to support it or disprove it (in terms of it being true or false). It must be true.</i></p>	<p><math>2 + 2 = 4</math></p> <p>'All bachelors are male'</p>
Synthetic statement		
Empiricism / Empirical		

Rationalism / Rational		
Inductive argument		
Deductive argument		
Logical		
Omnipotent		
Contingent being		
Necessary being		

Infinite Regression		
Actual Infinite		
Potential Infinite		
Premise		
An existential proposition		

### Deductive and Inductive Arguments

A *deductive argument* is an argument in which it is thought that the premises provide a *guarantee* of the truth of the conclusion. In a deductive argument, the premises are intended to provide support for the conclusion that is so strong that, if the premises were true, it would be *impossible* for the conclusion to be false.

An *inductive argument* is an argument in which it is thought that the premises provide reasons supporting the *probable* truth of the conclusion. In an inductive argument, the premises are intended only to be so strong that, if they are true, then it is *unlikely* that the conclusion is false.

The difference between the two comes from the *sort of relation* the author or expositor of the argument takes there to be between the premises and the conclusion. If the author of the argument believes that the truth of the premises *definitely establishes* the truth of the conclusion due to definition, logical entailment or mathematical necessity, then the argument is *deductive*. If the author of the argument does not think that the truth of the premises definitely establishes the truth of the conclusion, but nonetheless believes that their truth provides good reason to believe the conclusion true, then the argument is *inductive*.

The noun "deduction" refers to the process of advancing a deductive argument, or going through a process of reasoning that can be reconstructed as a deductive argument. "Induction" refers to the process of advancing an inductive argument, or making use of reasoning that can be reconstructed as an inductive argument.

Because deductive arguments are those in which the truth of the conclusion is thought to be completely *guaranteed* and not just *made probable* by the truth of the premises, if the argument is a sound one, the truth of the conclusion is "contained within" the truth of the premises; i.e., the conclusion does not go beyond what the truth of the premises implicitly requires. For this reason, deductive arguments are usually limited to inferences that follow from definitions, mathematics and rules of formal logic. For example, the following are deductive arguments:

*There are 32 books on the top-shelf of the bookcase, and 12 on the lower shelf of the bookcase. There are no books anywhere else in my bookcase. Therefore, there are 44 books in the bookcase.*

*Bergen is either in Norway or in Sweden. If Bergen is in Norway, then Bergen is in Scandinavia. If Bergen is in Sweden, then Bergen is in Scandinavia. Therefore, Bergen is in Scandinavia.*

Inductive arguments, on the other hand, can appeal to any consideration that might be thought relevant to the probability of the truth of the conclusion. Inductive arguments, therefore, can take very wide ranging forms, including arguments dealing with statistical data, generalizations from past experience, appeals to signs, evidence or authority, and causal relationships.

Some dictionaries define "deduction" as *reasoning from the general to specific* and "induction" as *reasoning from the specific to the general*. While this usage is still sometimes found even in philosophical and mathematical contexts, for the most part, it is outdated. For example, according to the more modern definitions given above, the following argument, even though it reasons from the specific to general, is *deductive*, because the truth of the premises *guarantees* the truth of the conclusion:

The members of the Williams family are Susan, Nathan and Alexander.  
Susan wears glasses.  
Nathan wears glasses.  
Alexander wears glasses.  
Therefore, *all* members of the Williams family wear glasses.

**Now, complete the following tasks on Inductive and Deductive arguments:**

- 1) **Create your own Deductive Argument**
- 2) **Create your own Inductive Argument**
- 3) **Explain why some people think Deductive Arguments are 'stronger' or 'better' than Inductive Arguments *and* explain why others may believe Inductive Arguments are 'stronger' or 'better' than Deductive Arguments**

### **Cosmological Argument**

**Tasks: 1) Research Aquinas' Way 1 and Way 2. Make sure you can explain it in your own words. Explain how Aristotle influenced Aquinas' thinking and ideas in both of the Ways. Use at least one example and at least one quote for each of Aquinas' Ways.**

**You need to write 500 words for this task.**

**Religious Ethics:**



There will be many key terms that you'll be expected to use in this area of your studies. Some of the terms can have more than one meaning depending upon the context (equivocal) but for now, we will stick to their basic ethical use.



Research the following terms and see if you can not only explain what they mean but also create a sentence to put them into. One of them has already been completed for you as an example.

Term	Meaning (in your own words!)	Sentence / Context
Normative Ethics	<i>A Normative Ethic provides us with a way of working out what is right / wrong. It is like having a template, a theory, instructions / guidelines that you can follow to establish what is good / bad. Utilitarianism, Situation Ethics and Natural Law are all examples of Normative Ethics.</i>	<i>Normative Ethics provides us with a framework for establishing what is ethically right / wrong.</i>
Meta-ethics		
Teleological ethic		
Deontological ethic		
Consequentialism		

Non-consequentialism		
Absolutism		
Relativism		
Agape		
Legalism		
Objective Moral Law		
Interior Act (Aquinas)		

Exterior Act (Aquinas)		
Eudemonia		
Cultural Relativism		
Egoism / Egoist		
Autonomy		

**Task: 1) Research one of the following ethical theories:**

- i) Divine Command Theory**
- ii) Ethical Egoism**
- iii) Virtue Theory**

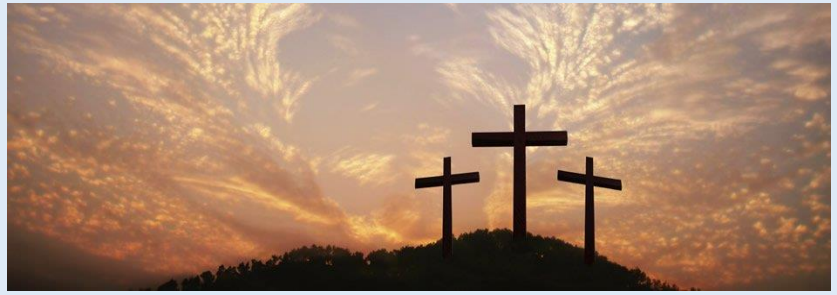
**Present a mind map or summary (in your own words!) on the theory.**

**2) Depending on which theory you have chosen to research, write 150 words addressing the corresponding question:**

- i) Divine Command Theory: How are Robert Adams' ideas different from the original idea of the Divine Command Theory?**
- ii) Ethical Egoism: Explain what the dangers of Ethical Egoism are.**
- iii) Virtue Theory: Explain the religious influences of Virtue Theory.**

## Christianity:

There will be many key terms that you'll be expected to use in this area of your studies.



Some of the terms can have more than one meaning depending upon the context (equivocal) but for now, we will stick to their basic religious use.

Research the following terms and see if you can not only explain what they mean but also create a sentence to put them into. One of them has already been completed for you as an example.

Term	Meaning (in your own words!)	Sentence / Context
Narrative		
Doctrine		
Monotheism		
Trinity		
Gospel		



Form Criticism		
Redaction Criticism		
Incarnation		
Harmonisation		
Kenotic model		
Impassibility of God		
Atonement		

Theology		
Faith & Works		
Moral principle		
Conscience		
Secular		

**Tasks: 1) Read the following Bible passages and create a Venn diagram on the similarities and differences on the two stories about the birth of Jesus:**

- i) Matthew 1: 18 to 2: 23**
- ii) Luke 1: 26 to 2: 40**

**Now, answer the following questions:**

- a) To what extent do the accounts cause any problems for Christians today?**
- b) To what extent do the Birth narratives provide an insight into the Incarnation?**
- c) Are the two narratives consistent? If not, then to what extent are they still credible?**