



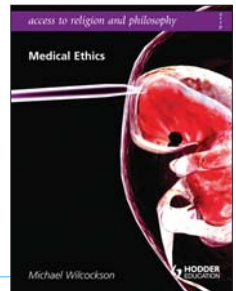
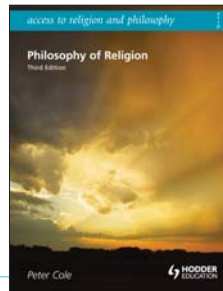
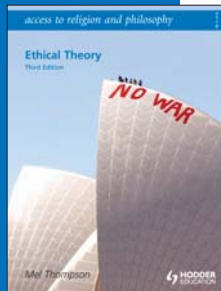
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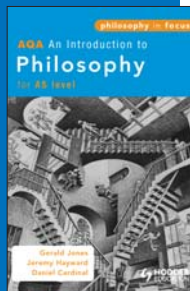
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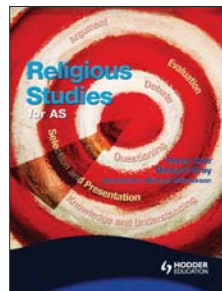
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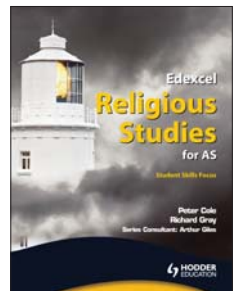
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**OCR Religious  
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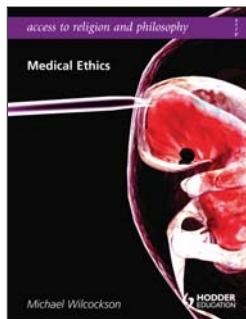
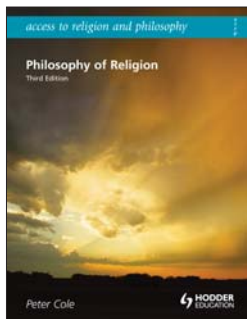
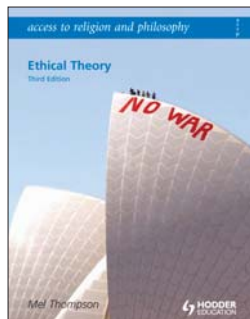
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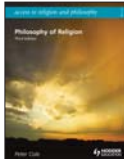
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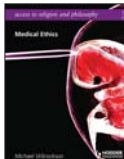


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See page 5 for a specification matching grid.

## Sample pages from *Ethical Theory Third Edition*

### 1 MORALITY AND POWER

#### Chapter checklist

In this chapter we shall examine those features of Nietzsche's philosophy that challenged existing ethical theories, in particular the establishment of the future of humankind as a basis for a system of values.

#### 1 Background

**Key thought**  
Nietzsche's view of Christian morality is criticised by this very negative assessment of humankind in its natural state.

**Key quotes**  
*'My Ego taught me a new article, I teach it to men: No longer to bury the head in the sand of heavenly things, but to carry it freely, an earthly head which craves meaning for the earth... I teach mankind a new will: to despise this path that men have followed blindly, and to call it good and no more to creep aside from it, like the sick and dying... it is time for man to plant the seed of his highest hope.'*  
THIS SPEKE ZARATHUSTRA, SECTION 3

In order to appreciate the force of Nietzsche's arguments, one needs to be aware of his background. He was brought up in a religious household (his father was a Lutheran pastor) and he was therefore very familiar with Christian ideas of morality and sin, and was taught that humankind was fundamentally 'fallen'. In other words, in order to receive grace and salvation, a person must first confess that he or she is a sinner, unworthy of God's love. Without God's grace, human beings can achieve nothing.

In terms of philosophy, one can see Nietzsche within a tradition of continental thought that continued Kant's emphasis on the role of the subject self in interpreting and giving structure to the world of experience, and in freely willing and choosing – a tradition which included, for example, Schopenhauer and Fichte.

It is also important to see Nietzsche in the context of the great systems of thought of the nineteenth century – particularly those of Hegel and Marx. Although his approach is very different from theirs, he too thought in terms of an onward process of change. He was also aware of evolution and the newly enhanced view of humankind within the natural order. He did not see humankind as fixed, but in a process of becoming. There is a sense running through many nineteenth-century thinkers that humankind has a destiny waiting to be shaped.

Key thoughts help students to focus on the essential issues

### FRIEDRICH NIETZSCHE (1844–1900)

Friedrich Nietzsche is probably one of the most fascinating and challenging philosophers of modern times. He had the courage to attack key features of the philosophy and religion of his day, and to raise absolutely fundamental questions. His writing is not easy: he distrusted systems of thought, and preferred to hone his insights into short, vivid images. Often his purpose is clearest in his strings of aphorisms (short, pithy statements).

#### 2 God is dead

**Key thought**  
In the opening section of Nietzsche's book *Thus Spoke Zarathustra* (1883–5) the prophet Zarathustra comes down from his mountain retreat and is amazed to find that people are not aware that God is dead.

**Key word**  
Superman: the usual translation of Nietzsche's *Übermensch*, the 'higher man' or 'overman' who would be the next stage in humankind's evolution.

Nietzsche saw the earth as floating free from the constraints of the old theistic structures. The sense of purpose for which Aquinas argued was something that Nietzsche saw as having vanished from the intellectual world of his day. His task, then, is to examine a world without God, and a world within which humankind is at the leading edge of evolution. To do that, he requires two things: courage to face reality, and a desire to establish a new sense of direction now that there is no God to provide it.

The direction Nietzsche finds, in the absence of God, is the next stage in the evolution of humankind, what he terms the 'overman'. If the direction in which humankind is moving is from animal to Superman, then this will have profound implications for ethics. Rather than requiring morality to conform to a God-given fixed structure, or a calculation of anticipated benefits, moral assessment is to be made in terms of the direction in which humankind is headed.

#### 3 Willing the Superman

*I teach you the Superman. Man is something that should be overcome. What have you done to overcome him?  
All creatures hitherto have created something beyond themselves: and do you want to be the last of this great tide, and return to the animals rather than overcome man?  
The Superman is the meaning of the earth. Let your will say: the Superman shall be the meaning of the earth.  
Thus Spoke Zarathustra, section 3*



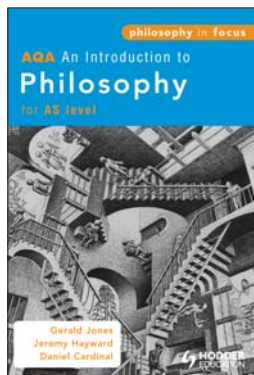
This last statement is crucial for Nietzsche's ethics. Nietzsche sees the will as the point at which morality comes into play. He is asking people to choose – to will – that Superman be the meaning of the earth. It is not a matter of posing it to be so, but willing it to be so. Once that step is taken, it is important that people should will the future of the earth, and not try to locate their personal goals in

Profiles of important individuals, their contribution and their significance develops students' overall knowledge

## SPECIFICATION MATCHING GRID

Access to Religion and Philosophy title	AQA – units supported	Edexcel – units supported	OCR – units supported	WJEC – units supported
<i>Ethical Theory Third Edition</i>	<ul style="list-style-type: none"> <li>AS Unit A: Religion and Ethics 1</li> <li>AS Unit B: Religion and Ethics 2</li> <li>A2 Unit 3B: Religion and Ethics</li> <li>A2 Unit 4C: Ways of moral decision-making</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 Area B: Ethics</li> <li>Unit 2 Area C: The Study of Ethics</li> <li>Unit 3 Area B: Ethics</li> <li>Unit 4 Question 2: Ethics</li> </ul>	<ul style="list-style-type: none"> <li>AS Religious Ethics</li> <li>A2 Religious Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Religion in Contemporary Society</li> <li>Introduction to Religion and Ethics</li> <li>Studies in Religion and Ethics</li> </ul>
<i>Philosophy of Religion Third Edition</i>	<ul style="list-style-type: none"> <li>AS Units C: Philosophy of Religion</li> <li>AS Unit D: Religion, Philosophy and Science</li> <li>A2 Unit 3B: Philosophy of Religion</li> <li>A2 Unit 4A: Life, Death and Beyond</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 Area A: Philosophy of Religion</li> <li>Unit 2 Area B: The study of Philosophy of Religion</li> <li>Unit 3 Area A: Philosophy of Religion</li> <li>Unit 4 Question 1: Philosophy of Religion</li> </ul>	<ul style="list-style-type: none"> <li>AS Philosophy of Religion</li> <li>A2 Philosophy of Religion</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Philosophy of Religion</li> <li>Studies in Philosophy of Religion</li> <li>Studies in Religion and Human Experience</li> </ul>
<i>Medical Ethics</i>	<ul style="list-style-type: none"> <li>AS Unit A: Religion and Ethics</li> <li>A2 Unit 3A: Religion and Ethics</li> </ul>	<ul style="list-style-type: none"> <li>Unit 1 Area C: Medical Ethics</li> </ul>	<ul style="list-style-type: none"> <li>AS Religious Ethics: applied ethics topics</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Religion in Contemporary Society</li> <li>Studies in Religion and Ethics</li> </ul>
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- More difficult – guides students carefully through particularly daunting arguments
- Key point summaries – help students to consolidate knowledge

6 GOD AND THE WORLD

Experimenting with ideas

WORLDS 'R' US – safe now on


WORLDS 'R' US – safe now on

Figure 6.7

You have a summer job as a shop assistant in 'Worlds 'R' Us – the Ultimate in Universe Shopping'. One day God walks in and says he wants to buy a universe. More specifically he wants to buy the best possible universe (which he can easily do, given he is God). He browses through the billions of shelves, which contain every possible universe, and then asks you for more details of their specifications: the quantity of pain and suffering, the extent of free will, the level of determinism, the degree of order and regularity, the balance and beauty in each universe. Eventually, after examining all the billions of universes in the shop, God comes up to the counter and says 'I'll take this one'; and that is the universe we now live in.

- 1 What 'health warnings' or 'unique selling points' would you have told God about when selling him this universe?
- 2 Do you think God made a good choice? Why/Why not?
- 3 Was there a better universe on offer? In what way would it have been better?
- 4 What do you think God was looking for in a universe (what 'specifications'?)

**Leibniz's theodicy**

 *This supreme wisdom, united to a goodness that is no less infinite, cannot but have chosen the best... So it may be said that if this were not the best of all possible worlds, God would not have chosen any... There is an infinitude of possible worlds amongst which God must needs have chosen the best.<sup>66</sup>*

Gottfried Leibniz (1646–1716) asks us to consider the situation of God as one of an all-powerful and good being whose task it is to select, from amongst all the possible universes that he could create, the one he will actually create. Now, given that God knows the whole histories of all the possible universes, and is wholly good, then the one he selected to create must be the very best one possible. As this

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Quotations are included from the key texts by the key philosophers

Introduction

**1 Why should I be moral?**

- Introduction
- Morality as a social construct
- Morality as constitutive of self-interest
- Morality as overcoming self-interest
- Conclusion: the three subsidiary questions

**2 The idea of God**

- Introduction
- The attributes of God
- A brief diversion into philosophical proofs
- The ontological argument
- Origins: the idea of God is innate
- Origins: the idea of God is a human construction

**3 Persons**

- Introduction
- What are the characteristics of personhood?
- What is a person?
- Personal identity

**4 Reason and experience**

- Mind as a blank slate or *tabula rasa*
- Innate knowledge
- Conceptual schemes

**5 The debate over free will and determinism**

- Introduction
- What is determinism?
- What is free will?
- What are the implications of determinism?
- Conclusion

**6 God and the world**

- Introduction
- The Design Argument
- The problem of evil
- The religious point of view
- Conclusion

**7 Knowledge of the external world**

- Introduction
- Realism
- Idealism
- Phenomenalism
- Conclusion

- Glossary
- Notes
- Selected bibliography
- Index

universe is the one that God chose to create, it follows that, despite appearances to the contrary, it must be the best universe going, and every feature in it is an essential part of the divine plan. Therefore the pain and suffering of this world are just some of the many essential ingredients which go into the construction of the best possible world. This means that all the evil which exists in this universe, must, in some way, contribute to making it a better place than every other possible universe. And if any particular occasion of pain or suffering were to be different from the way it actually is, then the world would overall be worse off. In other words, every single piece of evil, from the suffering of innocent children, to all the millions of people dying horrible and painful deaths from disease, famine and war, is all for the best. Of course, we are not able to see why each local instance of evil is necessary to the divine plan, and it is inexplicable to us why God should allow this or that person to suffer. But, as Augustine argued before him, for Leibniz this is because we do not have God's perspective on the whole of creation, and neither are we able to understand what the other options, the possible worlds rejected by God, are.

The problem of evil

► criticism ◄

Leibniz's position has had many critics, and the French philosopher and writer Voltaire (1694–1778) was one of the first to attack Leibniz's theodicy. In Voltaire's novel *Candide*, the character Dr Pangloss regularly announces that this is the best of all possible worlds. As the eponymous hero is tortured by religious fanatics, and as he watches his mentor Dr Pangloss hanged, *Candide* wonders to himself: 'if this is the best of all possible worlds, what can the others be like?'<sup>109</sup> What Voltaire does is to confront the cool intellectual approach that Leibniz takes to the problem of evil with the pain and suffering of the world. In so doing, he does not really refute Leibniz's theodicy, but it is certainly not easy to support it when faced with the concrete reality of pain and suffering.

**Swinburne's theodicy**

Richard Swinburne (1934– ) argues that some forms of evil are the means to certain goods.<sup>79</sup> Swinburne accepts that God is omnipotent and could stop evil, but only at the price of sacrificing the virtuous acts which are the noble human response to its presence. So the existence of suffering makes higher-order goods possible. For example, courage and charity would not exist if there were no one in danger or in need. Swinburne has gone so far as to say that even the existence of Nazi concentration camps can be justified if they

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## An Introduction to Philosophy for AQA AS level

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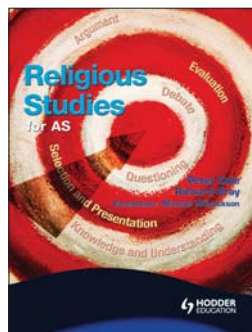
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Tasks help to focus learning so that students are thoroughly versed in the key concepts



**OCR RELIGIOUS STUDIES FOR AS**

**KEY WORDS**  
**God's omniscience**  
 God knows all things, actual and possible

**KEY QUOTE**  
*...if we are faithless, he remains faithful – for he cannot deny himself.*  
 (2 Timothy 2: 13, RSV)

**TASK**  
 Read 1 Samuel 23: 1–12. How does this illustrate God's omniscience of all things possible?  
 Objective Understanding of the meaning of omniscience

**KEY WORDS**  
**God's omnipresence**  
 there is nowhere free from God's presence

*e) God is omniscient*  
 Omniscience is the ability to know everything. Support for the view that God is omniscient can be found in Biblical texts such as Job 28: 24, '... and he sees everything under the heavens.' Philosophers sometimes refer to God knowing 'all things actual'. This means all things that exist and all things that happen. Psalm 139 is a good example of such knowledge.  
 If God is omniscient it means that he never learns anything new, for if he did then he would not have been omniscient before that time.

*f) God is omnipresent*  
**Pantheism** the idea that the whole of the universe is God or part of God. **Deism** Omnipresence means that God is unlimited with respect to space. Just as Psalm 139 is a good example of God's omniscience, so it is a good example of God's omnipresence.  
*Where can I flee from your presence?  
 If I go up to the heavens you are there;  
 If I make my bed in the depths, you are there.*  
 (Psalm 139: 7–8)

In other words, there is nowhere in the entire universe where one can flee from God's presence. This is clearly not the same as pantheism, which teaches that God is everything.

God created the material world and therefore it could be argued that, before that moment, there was no space. Yet God existed. This suggests that the way in which God relates to space is not the same as the way that we relate to space.

Summary diagram: God as creator

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- 1 Introduction
- 2 Philosophy of Religion
- 3 Religion and Ethics
- 4 The New Testament
- 5 Buddhism

## OCR Religious Studies for AS

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### UNIT 1 Area A | Philosophy of religion

#### Reflection and assessment AO1

It is vital to bring together the information that has been covered so far and recognise how it can be transformed into effective examination-style revision and answers. The best way to do this is to ask the question: 'How am I going to be assessed on this information?'

Look back to page 6 in the Introduction to review the level descriptors for AO1. There is a description of the character and features for each level. The exam is marked with reference to levels.

Look at the following sample level 2 answer – a response to the question:

Explain what the creation reveals about the nature of God. **(25 marks)**

The creation account of the universe is written in the Bible, in Genesis. It shows that God created the world. There are two accounts. One shows the general creation and one shows the creation of humans. All that God creates is said to be 'good'. First, he created light then the sky. After creating land he produced vegetation and the sun, moon and stars. On the fifth day he created animals and then finally humans as the pinnacle of his creation. On the seventh day he rested. Many people think that the seven days creation is not a literal seven days but seven periods. Others argue that it is literal and evolution is wrong. It shows God creating from nothing. He is purposeful as it was a deliberate creation rather than an accident. It also shows his power to be able to do such a great act. He is almighty and all powerful.

The Psalms are good examples showing God's nature in creation. For example 'He does whatever he pleases'. Christians believe Jesus shows God's love for the world.

Check for material that is irrelevant or material that is not explained. The answer should be organised in a sequential way so the reader follows a clear line of thought and development.

#### Suggestion for a further activity

Produce a spider diagram for the following question:

Explain what creation reveals about God as a craftsman. **(25 marks)**

Your spider diagram will need to break down the essay title into its component parts, identifying the relevant material required in each part.

#### TASK

##### What makes this a level 2 answer?

Identify ways in which you could improve this answer.

Now write your own answer to the same question at level 4-5. Objective: Awareness of the level descriptors and the characteristics of a good answer

Exam guidance is linked to the assessment objectives and shows exactly what students need to do to achieve high grades

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# Edexcel Religious Studies for AS

Hodder Education is working with Edexcel to gain endorsement for this title.

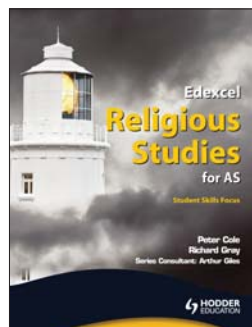
## Making the new specification work for you.

This book has been written specifically for the 2008 Edexcel AS Religious Studies specification, in consultation with senior examiners. The depth of content required for AS level is complemented by a skills-based approach that develops students' abilities at both AO1 and AO2 whilst simultaneously working through the specification, which is followed closely. Access to the highest levels awarded in the examination are a particular focus through careful analysis and opportunities for practising ways in which to improve as the course unfolds.

This book has been designed as a practical tool to bridge the gap between the specification content as delivered in the classroom and the way in which activities prepare the candidate for the examination; in other words, not just the 'what' but the 'how'. In line with this approach, each chapter is broken down into units that mirror the specification content and include:

- Learning objectives – what the students are required to know and the skills they should develop
- Tasks with learning objectives identified
- Staged opportunities for reflection and assessment
- Exam and study tips
- The text provides coverage for the popular Philosophy of Religion and Ethics units, as well as Buddhism, Islam and New Testament

Quotations from relevant texts help to reinforce the content



AS RELIGIOUS STUDIES FOR EDEXCEL

64 Because of the wide range of traditions and ideas incorporated by the term 'Hindu', it is a problem arriving at a definition ... It has fuzzy edges. Some forms of religion are central to Hinduism, while others are less clearly central but still within the category.

Gavin Flood, An Introduction to Hinduism

66 Hinduism is all things to all men.

Jawaharlal Nehru, First Prime Minister of India

Delhi

There were officially 16 provinces, within which were several regions each ruled by an independent ruler. The Buddha's experience of India kept him mainly in and around the Ganges basin.

The study of Buddhism begins with the religious, social and historical context of the life and work of the Buddha. The life and work of the Buddha has a wide range of implications for study. If a search on the internet is made for Indian religious life and belief at the time of the Buddha, a wealth of material will be found. Such a vast task is clearly too challenging for AS level. It is important, therefore, to stay close to the unit content. It may be helpful to use the headings in this book for your notes as the examination questions will be derived from these topic areas.

Remember, in studying for AS, three vital parts of the basic assessment objectives will constantly be referred to:

- Knowledge (AO1)
- Understanding (AO1)
- Evaluation (AO2)

For these key assessment objectives at AS level, see the Introduction on page 12. That means that everything you will study in the following sections (and throughout this book) must be based on these principles. This book ensures the evidence and examples given will be relevant and appropriate ones, because it focuses only for the context for AO1 that is given by the Edexcel specification. The evaluation materials for AO2 will be directly aimed towards helping you 'sustain a critical line of argument', but also to 'justify a point of view'.

**1 India at the time of the Buddha (c480 BCE)**

India at the time of the Buddha was very different from the India we know today. Modern India has a variety of religion traditions with different worldviews. Within these worldviews there is a variety of cultural and regional differences that produce a diversity of religious expression.

10

1 Introduction	3 Religion and Ethics	5 Buddhism
2 Philosophy of Religion	4 The New Testament	6 Islam

Key words are defined so that students can build a comprehensive vocabulary

**KEY WORDS**  
**Brahminism** religion based upon priestly rituals and sacrifices

At the time of the Buddha (c.480–400 BCE), the religious and philosophical ideas were no less complicated. Although Christianity, Islam and Sikhism were not yet founded, other 'religions' and philosophies existed. Some of these do not exist in their original forms today. There would have been much questioning and debate both within and between these groups.

**2 The identity of Hinduism**

**KEY WORDS**  
**Brahmin** priest  
**Atman** soul  
**Brahman** universal soul  
**Samsara** cycle of life, death and reincarnation

The first religious idea we need to consider is Hinduism. What is Hinduism? Many scholars have disagreed about the answer to this question. Gavin Flood admits that any definition has 'fuzzy edges', Julius Lipner presents a variety of proposals from scholars, and Paul Dundas quotes the Indian Constitution (article 25) to indicate that today we define Hinduism in its broadest sense.

The word 'Hinduism' was originally used to identify the peoples, cultures and religions of the Indus Valley, as it was known. In this sense the term did not really describe a set of beliefs or practices. However, with the development in the meaning of the word 'Hinduism', attempts have been made to define what Hinduism is now.

**KEY IDEAS**  
**Brahminism**  
 • ritual and sacrifice  
 • Brahman and atman  
 • karma  
 • meditation.

Without exploring all possibilities, we can give a general definition of Hinduism in two ways:

Within Hinduism the idea of a wandering holy man is ancient. It is the fourth and most important stage of a Hindu's life. Few aspire to this; those that do are close to final liberation and discovery of the truth.

- 1 The religion of popular Hinduism as we know it today, including all varieties of religious expression surrounding popular Hindu deities such as Brahma, Vishnu and Shiva, or the Goddess. This type of Hinduism is different from Jainism, Buddhism and Sikhism. Popular Hindu practices all share ideas about reincarnation, the eternal soul, the importance of daily worship, meditation and the idea that a wandering holy person can achieve liberation.
- 2 A religious tradition that originates from within India sharing the principles of reincarnation and karma, thus including Buddhism, Jainism and Sikhism.

The first definition is most appropriate for the purpose of this book, but it is important to recognize that this is not the only definition as scholars still debate its appropriateness.

**3 Brahminism**

One particular area of Hinduism from the time of the Buddha is often referred to as Brahminism. To the north-east of India, in the area surrounding the Ganges basin, is the area where the Buddha (Siddhartha Gautama) was active. Born around 480 BCE to wealthy parents, sometimes referred to as the local 'royalty', Siddhartha (a prince) would have been very familiar with the religious ideas of Brahminism.

## Edexcel Religious Studies for AS

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