

Year 9 Philosophy and Ethics - Curriculum Overview and KS3 Progress Descriptors 2023/24



Aims and Rationale

At some point in their lives, almost everyone finds themselves thinking about deep and difficult questions concerning what they should believe and how they should behave. They find themselves wondering how they can know what kinds of thing are true; who and what they can trust; what happens after they die; whether there is a God; why the Universe is here at all; how they can be a better person and whether their cat has a soul. The moment people start thinking about issues like these, they start to do Philosophy and Ethics.

In the HGS Philosophy and Ethics department, we cannot give you certain answers to these questions. What we can do though is show you what other interesting thinkers have believed about these questions, teach you how to think clearly about their ideas, and help you develop your own personal answers to these deep and important questions.

Curriculum Content

A full break down of our curriculum can be found [here](#).

How we assess at Key Stage 3

At Hitchin Girls' School our curriculum is our progress model. Students benefit from a broad, diverse and challenging curriculum which increases in difficulty and challenge as students progress through the school. The expectation is that all students meet our curriculum at their relevant age range and as such meet the minimum of the secure descriptors below. Those working at an advancing level are working above, while those excelling are consistently working at a level far above their age range

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	Developing	Secure	Advancing	Excelling
Explaining	<ul style="list-style-type: none"> Students' answers whilst explaining make reference to only one or two of our explaining questions. Students opt for the most accessible explaining questions at each opportunity. A limited set of relevant propositional facts are present in answers. Students can provide a basic account of why someone might agree or approve of an issue; or what experiencing it might be like. Students can provide a basic explanation of how an issue, idea or event might make someone feel or behave; understand the world or grow as a person. 	<ul style="list-style-type: none"> Students' answers whilst explaining make reference to a limited set of explaining questions. Students occasionally opt for more challenging explaining questions when given the opportunity. Answers include a range of relevant propositional facts on an issue in their answer. Students can provide a clear account of why someone might agree or approve of an issue; or what experiencing it might be like. Students can provide a clear explanation of how an issue, idea or event might make someone feel or behave; understand the world or grow as a person. Students occasionally show an awareness of why a diversity of views exist on an issue. 	<ul style="list-style-type: none"> Students' answers whilst explaining make reference to a range of explaining questions. Students often opt to challenge themselves with more difficult explaining questions. Answers include a thorough description of the relevant facts. Students can provide a detailed account of why someone might agree or approve of an issue; or what experiencing it might be like. Students can provide a detailed explanation of how an issue, idea or event might make someone feel or behave; understand the world or grow as a person. Students often show an awareness of why a diversity of views exist on an issue. 	<ul style="list-style-type: none"> Students' answers whilst explaining demonstrate confidence in the full range of explaining questions. Students opt for challenging explaining questions almost without exception, including the most challenging available questions on occasion. Answers include an extensive set of relevant propositional facts, and the selection of these demonstrates a sophisticated understanding of the issue. Students can provide a sophisticated account of why someone might agree or approve of an issue; or what experiencing it might be like – typically this would include a sensitivity to the backgrounds or context of the individuals involved. Students can provide a sophisticated explanation of how an issue, idea or event might make someone feel or behave; understand the world or grow as a person. Students often show an awareness of why a diversity of views exist on an issue; and occasionally show an awareness of the power-relations at play in an issue.

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<p>Evaluating</p>	<ul style="list-style-type: none"> • Students' answers whilst evaluating make reference to only one or two of our evaluating questions. Students opt for the most accessible evaluating questions at each opportunity. • Students typically offer few, basic reasons in support of their own opinions on why something: might be good or true; might help someone understand the world or grow as a person; or might improve someone morally. • Students can give a basic response to challenges to their own opinion. • Students can support their opinion on whether something would be enjoyable to experience with a few, basic reasons. 	<ul style="list-style-type: none"> • Students' answers whilst evaluating make reference to a limited set of evaluating questions. Students occasionally opt for more challenging evaluating questions when given the opportunity. • Students typically offer a limited range of clear reasons in support of their own opinions on why something: might be good or true; might help someone understand the world or grow as a person; or might improve someone morally. • Students can give a clear response to challenges to their own opinion. • Students can support their opinion on whether something would be enjoyable to experience with a limited range of clear reasons. • Students occasionally express an opinion on different interpretations of an issue. 	<ul style="list-style-type: none"> • Students' answers whilst evaluating make reference to a range of evaluating questions. Students often opt to challenge themselves with more difficult evaluating questions. • Students typically offer a range of detailed reasons in support of their own opinions on why something: might be good or true; might help someone understand the world or grow as a person; or might improve someone morally. • Students can give a detailed response to challenges to their own opinion. • Students can support their opinion on whether something would be enjoyable to experience with a range of detailed reasons. • Students often express an opinion on different interpretations of an issue. 	<ul style="list-style-type: none"> • Students' answers whilst evaluating demonstrate confidence in the full range of evaluating questions. Students opt for challenging evaluating questions almost without exception, including the most challenging available questions on occasion. • Students typically offer a wide range of sophisticated reasons in support of their own opinions on why something: might be good or true; might help someone understand the world or grow as a person; or might improve someone morally. • Students can give a sophisticated response to challenges to their own opinion. • Students can support their opinion on whether something would be enjoyable to experience with a wide range of sophisticated reasons. • Students often express an opinion on different interpretations of an issue; and occasionally show an awareness of the power-relations at play in an issue whilst evaluating.
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