The **Scholars** Programme

The Development of the Existentialist World View

Kev Staae 4 Proaramme –Autumn 2016

Tutor: Dr Blair Ogden

Pupil Name_____

Timetable and Assignment Submission

Timetable – Tutorials

Tutorial	Date	Time	Location
1 (Launch Trip)	07/12/16		
2	To be confirmed		
3	TBC		
4	TBC		
5	TBC		
6	TBC		

Timetable – Homework Assignments

Homework Assignment	Description	Due Date
Tutorial 1	1: Read all of Sartre's text *Existentialism is a Humanism*. 2: Based on the reading write a 150-word report on what existentialism is.	TBC
Tutorial 2	Students should read and take notes on Camus's essay *The Myth of Sisyphus. Furthermore,* they should prepare a 1-minute presentation on the main themes and ideas of the essay.	TBC
Tutorial 3	Students should read and take notes on an extract from de Beauvoir's essay *The Second Sex.* Furthermore, they should prepare a 1-minute presentation on the main themes and ideas of the essay.	TBC
Tutorial 4	1: Students should produce a plan of their Final Assignment 2: Students should also read Camus's novel *The Stranger.*	TBC
Tutorial 5	Final Assignment	TBC

Assignment Submission – Lateness and Plagiarism

Lateness	
Submission after 4.00pm on **Wednesday 6th April 2016**	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Assignment Submission – Virtual Learning Environment

VLE username	
VLE password	

Please remember the following key details...

- You are able log into the VLE either through the link on our website (**www.thebrilliantclub.org**) or going directly to the VLE site at (**vle.thebrilliantclub.org**).
- When you submit your final assignment, please remember that you need to do so through the **'My Activities'** tab and not as an attachment to a message.

The Brilliant Club Year 9/10 Programme – Spring 2016 – Pupil Feedback Report

Grade	Marks	What this means
1st	70+	Performing to an excellent standard at A-Level
2:1	60-69	Performing to a good standard at A-Level
2:2	50-59	Performing to an excellent standard at current key stage
3rd	40-49	Performing to a good standard at current key stage
Working towards a pass	0-39	Performing below a good standard at current key stage
Did not submit	DNS	No assignment received by The Brilliant Club

Lateness	
Any lateness	10 marks deducted
Plagiarism	
Some plagiarism	10 marks deducted
Moderate plagiarism	20 marks deducted
Extreme plagiarism	Automatic fail

Name of PhD Tutor	Dr Blair Ogden		
Title of Assignment	There is no such thing as human nature but rather only something called the human condition. Using at least one of the philosophers that you have studied on this course evaluate whether this statement is true.		
Name of Pupil			
Name of School			
ORIGINAL MARK / 100		**FINAL MARK / 100**	
DEDUCTED MARKS		**FINAL GRADE**	

If marks have been deducted (e.g. late submission, plagiarism) the PhD tutor should give an explanation in this section:

Learning Feedback Comment 1 - *Enter Key Learning Priority Here*	
What you did in relation to this Key Learning Priority *Enter feedback here*	**How you could improve in the future** *Enter feedback here*
Learning Feedback Comment 2 – *Enter Key Learning Priority Here*	
What you did in relation to this Key Learning Priority *Enter feedback here*	**How you could improve in the future** *Enter feedback here*
Learning Feedback Comment 3 – *Enter Key Learning Priority Here*	
What you did in relation to this Key Learning Priority *Enter feedback here*	**How you could improve in the future** *Enter feedback here*
Resilience Comment	
How you showed learning resilience during the course *Enter feedback here*	**How you could build learning resilience in the future** *Enter feedback here*

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Course Rationale

Why do we exist? What is freedom and how might it be related to anxiety? Are we less free in some situations than others? What goes on inside of our heads when we pretend that we are not free? Existentialism is a fascinating school of French thought that sought to answer these big philosophical questions. This course serves to provide students with a comprehensive understanding of what existentialism is and how it developed in France between 1940 and 1949 by getting them to read the works of Jean-Paul Sartre, Albert Camus and Simone de Beauvoir. Furthermore, it will also give them an insight into how the existentialists influenced other schools of thought like feminism and humanism. By taking this course students will sharpen their reasoning skills, learn how to construct and critique a philosophical argument and develop their sense of how philosophy is taught at university.

The final assignment on the topic of whether something called human nature actually exists will invite students to put the knowledge and skills that they have developed over the course into practice by writing a university level paper on an existentialist thinker of their choice. The study of philosophy is just as much about asking difficult questions and indeed clarifying what we don't know as it is about finding the solution to a problem. Consequently, students will be evaluated not only upon their ability to answer the question but also upon their ability to query the terms of the debate, to construct arguments and to think outside of the box.

Mark Scheme

Key Skill	1st	2.2
Personal Response	Pupils provide a clear answer to the question and justification for that answer, which demonstrates independent thought about a wide range of literature and discussion. Pupils provide an answer tailored to their own personal interests related to the topic, including related independent research and comment.	Pupils provide an answer to the question which demonstrates some independent thought on the literature from the course handbook. Pupils provide a general answer with some specific comment related to their personal interests related to the topic.
Knowledge and Understanding	Pupils demonstrate accurate, detailed and comprehensive knowledge of key concepts and debates, incorporating the relevant content. Pupils produce answers which fully address the requirements of the question and demonstrate good contextual awareness. Pupils provide accurate evidence and independently researched examples to illustrate points made.	Pupils offer some analysis that shows some awareness of differing ideas. Pupils provide a simple evaluation of key concepts and debates, and make some comparisons. Pupils make a good attempt at answering the question which partially addresses the requirements of the course, but lacks evidence of independent research and thought.
Analysis and Understanding	Pupil answers provide analysis that synthesises key concepts, theories or issues and evaluate information clearly and fully, using appropriate supporting evidence that may be drawn from the whole specification and independent research. Answers make effective comparisons, explaining parallels, connections, similarities or differences.	Pupil answers provide analyses that display a sound awareness of differing viewpoints and show some recognition of issues. Pupil answers show some evaluation of key concepts and theories.
Communication	Pupils construct and communicate cogent and coherent arguments and explanations; illustrate a clear sense of direction and, where appropriate, culminate in a coherent conclusion which flows from the discussion. Pupils use a range of relevant evidence and appropriate vocabulary.	Pupils construct and communicate clear, structured and arguments and explanations and use relevant vocabulary.

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Glossary of Keywords

Word	Definition	In a sentence…
Existentialism	A school of philosophy that examines what it means for human beings to exist.	The philosopher Jean-Paul Sartre is regarded as one of the founders of existentialism.
Essence	The most important property of a thing that defines its identity.	The essence of a triangle is that it has three sides.
Phenomenology	A school of philosophy that examines the nature of things by studying how things appears to us as phenomena.	The motto of phenomenology is: 'to the things themselves!'
Gender Essentialism	The belief that there is an important property that defines male and female identity.	The philosopher Simone de Beauvoir spent a great deal of time criticizing the idea of gender essentialism.
Bad Faith	A type of self-deception whereby someone believes that they are not free.	The soldier was in bad faith when he declared that he had no choice but to kill the civilian.
Facticity	The situation or circumstances that shape an individual's choices.	The fact that Albert was blind altered his facticity.
The Absurd	A particular way of speaking about the human condition as a situation that lacks meaning.	Sisyphus was punished by being forced to perform an absurd task.

Tutorial 1: Introduction to Existentialism

Overview

The purpose of this tutorial is to introduce students to the philosopher Jean-Paul Sartre. Students will read and discuss a small extract of one of Sartre's writings.

Today's Key Question(s):

What is philosophy?
Who is Jean-Paul Sartre?
What is existentialism?

What is the Purpose of Tutorial 1?

To introduce students to the nature of the subject they will be studying: philosophy.
To introduce students to Sartre and to explain why he was concerned with human existence.
To provide students with a definition of what existentialism is.

Today's Homework is:

- Baseline Assessment

Homework 1 – Baseline Test

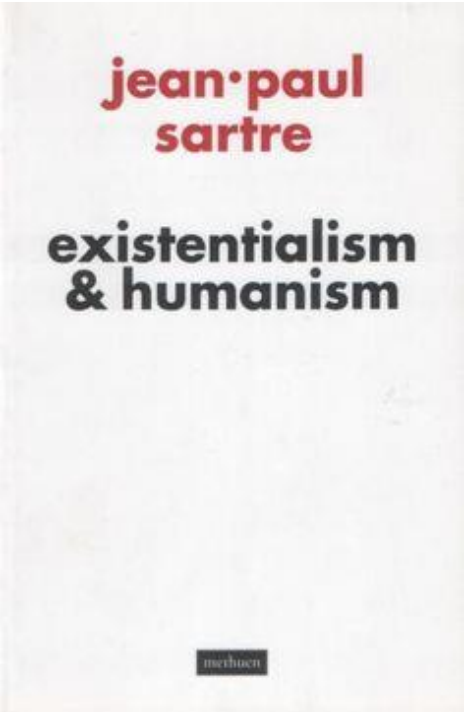
The homework assignment for the first tutorial is a baseline test to see your initial level of attainment in this subject area. The assignment will test for some or all of the subject specific skills that are required later in the final assignment. However, it is shorter than the final assignment and is will be an introduction to the subject as well as a challenge!

Do not worry too much about doing 'well' or 'badly' on the baseline test, it takes into account the fact that you may not be familiar with the subject area. It is designed to help you and your PhD tutor identify where you are at the start of the programme and to help you measure your progress along the way.

There are two bits of homework for next week:

1: Read all of Sartre's text *Existentialism is a Humanism*.
2: Based on the reading write a 150-word report on what existentialism is.

Tutorial 2: The Manifesto of Existentialism



Overview

The purpose of this tutorial is to acquaint students with existentialism in more depth and to get them to think about how it might be related to other systems of belief like science and religion. The highly accessible lecture that Sartre gave in 1946 titled *Existentialism is a Humanism* will form the basis of the tutorial discussion. By the end of this session students will be equipped to understand Sartre's famous idea that 'existence precedes essence'.

Today's Key Question(s):

How is existentialism related to humanism?
What does Sartre mean when he says that existence precedes essence?
How is the idea of the human condition different to that of human nature?

What is the Purpose of Tutorial 2?

To introduce students to the key ideas at work in Sartre's text *Existentialism is a Humanism.*
To show students the rationality behind the central idea of the text: 'existence precedes essence'.
To introduce students to a debate about human nature and the human condition.

Today's Homework is:

Students should read and take notes on Camus's essay *The Myth of Sisyphus.* Furthermore, they should prepare a 1-minute presentation on the main themes and ideas of the essay.

Tutorial 3: The Absurdity of Existence

Overview

All of the existentialists deny that there is such a thing as human nature. They do however accept that there is such a thing as a shared human condition. This tutorial will examine Camus's essay *The Myth of Sisyphus*, which proposes the human condition is similar to that of Sisyphus, the tragic figure who was forced to endlessly push a rock up a mountain. By the end of this session students will understand what Camus meant by the term 'the absurd'.

Today's Key Question(s):

What does Camus mean by the term 'the absurd'?
To what extent does this term describe the world we live in?
If the human condition is one of absurdity how are we to deal with it?

What is the Purpose of Tutorial 4?

To introduce students to the key ideas at work in Camus's text *The Myth of Sisyphus.*
To show students the rationality behind the central idea of the text: the absurd.
To introduce students to the debate that surrounds the concept of the absurd.

Today's Homework is:

Students should read and take notes on an extract from de Beauvoir's essay *The Second Sex.* Furthermore, they should prepare a 1-minute presentation on the main themes and ideas of the essay.

Tutorial 4: Existentialism and Gender

Overview

Simone de Beauvoir famously argued that nobody is born a woman. On the contrary, individuals only become women by taking on certain roles in society. This tutorial will examine a key section of her classic treatise on feminism and existentialism *The Second Sex*. By the end of this session students will understand what the de Beauvoir meant by the term 'gender essentialism'

Today's Key Question(s):

What is the difference between the terms sex and gender?
What does the term facticity mean?
Is de Beauvoir's thesis that no one is born a woman correct?

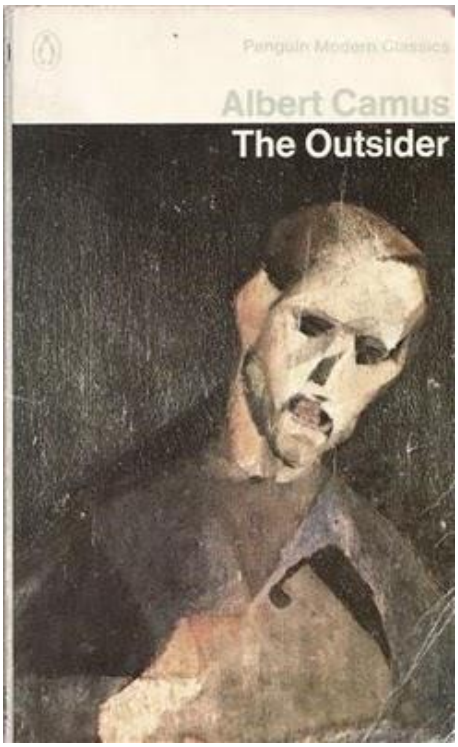
What is the Purpose of Tutorial 4?

To introduce students to the key ideas at work in de Beauvoir's text *The Second Sex.*
To show students the rationality behind one of the central ideas of the text: gender essentialism.
To introduce students to the debate that surrounds the concept of gender essentialism.

Today's Homework is:

1: Students should produce a plan of their Final Assignment

Tutorial 5: Death and Authenticity



Overview

According to existentialism there is not a single source of authority that can tell us how life is to be lived. On the contrary human beings must take responsibility for their own lives by giving it a purpose and meaning of their own. This tutorial will look at Albert Camus's classic existentialist novel *The Outsider*, which tells the story of how an individual discovers his freedom by being confronted with the possibility of dying. By the end of this session students will understand what Camus meant by the term 'authenticity'.

Today's Key Question(s):

What does Camus mean by the term authenticity?
How is authenticity connected to our understanding of death?
What might an inauthentic existence look like?

What is the Purpose of Tutorial 5?

To introduce students to the key ideas at work in Camus's novel *The Stranger.*
To show students the rationality behind the central idea of the text: authenticity.
To introduce students to the debate that surrounds the concept of authenticity.

Today's Homework is:

- Final Assignment

Tutorial 6 – Feedback

What is the Purpose of Tutorial 6?

- Reflect on skills learned on the programme with a view to encouraging resilience
- Receive feedback on final assignment

What are the key questions?

- What strengths have I demonstrated in my work and what areas of development are there left for me to address?
- What steps do I need to take to improve my academic output?

Activity 1 – Marking your own

Using the mark scheme, identify three things you did well and three things you could improve.

What went well?

1.

2.

3.

What could be improved?

1.

2.

3.

Activity 2 – Responding to feedback

Read through your feedback sheet and highlight on your assignment where you received positive feedback (one colour) and areas for improvement (different colour). You might find it helpful to annotate this with a brief comment or two.

Activity 3 – Looking Forwards: Think, Pair Share

1. Think about how you can use this feedback in your future school work.
2. Talk to your partner about how you both plan to make changes to your school work in the future as result of this feedback
3. Share your ideas as a group.

Appendix 1 – Referencing correctly

When you get to university, you will need to include references in the assignments that you write, so we would like you to start getting into the habit of referencing in your Brilliant Club assignment. This is really important, because it will help you to avoid plagiarism. Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. In order to avoid losing marks in your final assignment, or even failing, you must be careful to reference your sources correctly.

What is a reference?

A reference is just a note in your assignment which says if you have referred to or been influenced by another source such as book, website or article. For example, if you use the internet to research a particular subject, and you want to include a specific piece of information from this website, you will need to reference it.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

You should use a reference when you:

- Quote directly from another source.
- Summarise or rephrase another piece of work.
- Include a specific statistic or fact from a source.

How do I reference?

There are a number of different ways of referencing, and these often vary depending on what subject you are studying. The most important to thing is to be consistent. This means that you need to stick to the same system throughout your whole assignment. Here is a basic system of referencing that you can use, which consists of the following two parts:

A marker in your assignment: After you have used a reference in your assignment (you have read something and included it in your work as a quote, or re-written it your own words) you should mark this is in your text with a number, e.g. [1]. The next time you use a reference you should use the next number, e.g. [2].

Bibliography: This is just a list of the references you have used in your assignment. In the bibliography, you list your references by the numbers you have used, and include as much information as you have about the reference. The list below gives what should be included for different sources.

Websites – Author (if possible), title of the web page, website address, [date you accessed it, in square brackets].

E.g. Dan Snow, 'How did so many soldiers survive the trenches?', http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr [11 July 2014].

Books – Author, date published, title of book (in italics), pages where the information came from.

E.g. S. Dubner and S. Levitt, (2006) *Freakonomics*, 7-9.

Articles – Author, 'title of the article' (with quotation marks), *where the article comes from* (newspaper, journal etc.), date of the article.

E.g. Maev Kennedy, 'The lights to go out across the UK to mark First World War's centenary', *Guardian*, 10 July 2014.

Appendix 2 – Using the VLE

VLE username	
VLE password	

Please remember the following key details...

- You are able log into the VLE either through the link on our website (**www.thebrilliantclub.org**) or going directly to the VLE site at (**vle.thebrilliantclub.org**).
- Please update your profile with your full name and email address- this will allow you to retrieve forgotten passwords or usernames
- If you forget your log-in details you can request them to be emailed to you by clicking the link on the VLE home page. (If you are still having problems you can email: schools@thebrilliantclub.org)

What is the VLE?

The VLE is a virtual learning environment for all pupils on the Scholars Programme it is used for:

- messaging your tutor
- submitting homework
- submitting your final assignment
- accessing resources for your tutorials
- finding out more information about university and careers

How should I use the VLE?

The VLE is a professional academic environment in which pupils are able to message their PhD Tutor. Here are a few things to consider:

- Ensure you keep a professional tone in the messages you send to your tutors.
- Ensure you always reply to your tutors in a timely manner.
- Thank your tutor for the effort they are putting in to give you your feedback etc.
- Submit all homework to your tutor on time.

IMPORTANT: Final assignment

- When you submit your final assignment, please remember that you need to do so through the **'My Activities'** tab and not as an attachment to a message.

Appendix 3 – University Applications Guidance

For course choices and careers information:	www.brightknowledge.org.uk
For information and statistics on universities and course:	www.unistats.direct.gov.uk
For comprehensive information on universities, including rankings:	www.thecompleteuniversityguide.co.uk

PLEASE NOTE – The Scholars Programme is designed to support the university applications process at your school. The work you complete for the programme should add to your schoolwork rather than detract from it. Please be aware of deadlines and try to manage your workload appropriately. If you are worried about the Scholars Programme interfering with your schoolwork then please speak to your teacher.