

Unit H573– Religion and Ethics (2 lessons per week)

Lessons	Content	Assessment	Notes
1-6	<p>Natural Law AO1 K/U – Aquinas: Natural Law Tiers of Law Synderesis 5 Primary Precepts Secondary Precepts Real vs Apparent Goods Strengths and Weaknesses</p> <p>AO2 analysis and evaluation- How helpful is natural law in terms of moral decision making? What are the strengths and weaknesses of it.</p>	<p>Knowledge test Self- assessment Verbal summaries – tested and evaluated</p> <p>PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated Timed essay – ‘To what extent is natural law helpful in moral decision making’</p>	<p>Religion and Ethics</p> <p>Both chapters layered to produce extensive notes with examples Oral explanations tested</p> <p>Past questions tested PACE paragraph completed</p>
7-13	<p>Situation Ethics AO1 K/U – Agape 4 working principles 6 working propositions Christianity and Situation Ethics Strengths and Weaknesses</p> <p>AO2 analysis and evaluation-</p>	<p>Knowledge test Self- assessment Verbal summaries – tested and evaluated</p> <p>PACE paragraph and structure modelled, peer-assessed and</p>	<p>Several essay questions are available for pupils to try.</p>

	Is Situation Ethics actually Christian?	improvements made, class model and moderated Essay – ‘The principle of Agape should be at the core of Christian decision making’	
14-20	Euthanasia AO1K/U Types of Euthanasia Sanctity of Life Anti/Pro Euthanasia Non-Voluntary Euthanasia Consequentialism vs Deontology AO2 analysis and evaluation- Strengths and Weaknesses Application of ethical theories to moral issue.	Knowledge test Self- assessment Verbal summaries – tested and evaluated PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated. Essay – ‘Euthanasia is always morally acceptable.’ Discuss	Documentaries to watch: Allow me to die: Euthanasia in Belgium Emily: 24 and ready to die Case studies Tony Nicklinson (voluntary) Tony Bland (involuntary)

Lessons	Content	Assessment	Notes
21-26	Kantian Ethics AO1 K/U – Duty Categorical Imperatives The Three Postulates	Knowledge test Self- assessment Verbal summaries – tested and evaluated	

	<p>AO2 analysis and evaluation- How helpful is Kantian Ethics in terms of moral decision making? What are the strengths and weaknesses of it.</p>	<p>PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated Timed essay – ‘Kantian ethics are too abstract to be applied to practical moral decision-making.’</p>	<p>Past questions tested PACE paragraph completed</p>
27-33	<p>Utilitarianism AO1 K/U – Jeremy Bentham The principle of utility Hedonic Calculus Act utilitarianism John Stuart Mill Higher and Lower Pleasures Rule utilitarianism</p> <p>AO2 analysis and evaluation- Is the greatest good for the greatest number helpful? Is Mill’s utilitarianism better than Bentham’s?</p>	<p>Knowledge test Self- assessment Verbal summaries – tested and evaluated</p> <p>PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated</p> <p>Essay – ‘To what extent can utilitarianism be useful in moral decision making?’</p>	<p>Several essay questions are available for pupils to try.</p>
34-40	<p>Business Ethics AO1 K/U –</p>	<p>Knowledge test</p>	

	<p>Corporate Social Responsibility Whistleblowing Globalisation Rana Plaza Good ethics is good business Strengths and Weaknesses</p> <p>AO2 analysis and evaluation- How helpful is natural law in terms of moral decision making? What are the strengths and weaknesses of it.</p>	<p>Self- assessment Verbal summaries – tested and evaluated</p> <p>PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated Timed essay – ‘To what extent do you agree that good ethics means good business’</p>	<p>Past questions tested PACE paragraph completed</p>
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Unit H573/02/03 – Religion and Ethics/ Developments in Christian thought – Term 4 (3 lessons per week)

Lessons	Content	Assessment	Notes
1-12	<p>Conscience- AO1 K/U – Aquinas’ key concepts- Ratio, synderesis, conscientia, vincible/invincible ignorance</p> <p>Freud’s approach- Psychosexual development Id, ego, super-ego</p> <p>AO2 analysis and evaluation- Comparison of both approaches Presence or absence of God? Process of moral decision-making Links (or not) to reason Mere existence? Umbrella term?</p>	<p>Knowledge test Self- assessment Verbal summaries – tested and evaluated</p> <p>PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated Timed essay – ‘Conscience is just the super-ego’</p> <p>Evaluated and reflection</p>	<p>Religion and Ethics- Part 5</p> <p>Both chapters layered to produce extensive notes with examples Oral explanations tested</p> <p>Past questions tested PJ Clarke shared and worked/model examples PACE paragraph completed</p>
13-19	<p>Meta-ethics AO1 K/U – Naturalism Intuitionism Emotivism</p> <p>AO2 analysis and evaluation- Is morality observable?</p>	<p>Q&A – all three areas with examples and scholarly approaches Include key vocab (cognitive, non, absolutist, relative)</p>	<p>Religion and Ethics – Part 4</p> <p>Key learning – difference between normative and meta-ethics. Use as re-cap from year 12 with four normative theories</p>

	<p>Is it discerned through intuitionism? Is it purely emotional?</p> <p>Strengths/weaknesses of each approach</p>	<p>PACE paragraph and structure modelled, peer-assessed and improvements made, class model and moderated</p> <p>Essay – ‘Ethical terms are meaningless’</p>	
20-30	<p>Sexual Ethics-</p> <p>AO1K/U Pre/extra marital sex Homosexuality The influence of religious beliefs and practices on morality, legality, tolerability of these areas</p> <p>AO2 analysis and evaluation-</p>	<p>Explore the Christian beliefs and practices surrounding these areas and how they have changed over time. Clarity needed re. the key teachings and religious figures and institutions Explain the impact of secularization</p> <p>Essay – ‘Religious approaches to sexual ethics is more helpful than secular approaches’. Discuss</p>	<p>Religion and Ethics- Part 6</p> <p>Four normative ethical theories need to be applied so recap if necessary</p>

Religious Studies A Level Year Plan

Year 12	Areas to be covered	Lessons	Assessments to select from
Half Term 1	Introduction to the Course	<p>What to expect at A Level and how to study (1 lesson)</p> <p>What is Philosophy? (1 lesson)</p> <p>Nature of God (Nicene Creed) (2 lessons)</p> <p>Essay Writing (1 lesson)</p>	
	Philosophy Unit 1: Philosophical Language and Thought	<p>Plato (5 lessons)</p> <p>Aristotle (3 lessons)</p> <p>Soul (5 lessons)</p>	<p>“The simile of the cave teaches us nothing about reality”. Discuss.</p> <p>“Substance Dualism is a convincing approach to questions of body and soul”. Discuss.</p>
	Philosophy Unit 2: The Existence of God	<p>Arguments from Observation: <u>Cosmological Argument:</u></p> <p>Aquinas’ 3 Ways and Leibniz Sufficient Reason (4 lessons)</p>	
Half Term 2	Philosophy Unit 2: The Existence of God	<p>Copleston and Russell Debate (1 lesson)</p> <p><u>Teleological Argument:</u></p>	<p>”Design Arguments cannot be defended against their challenges”. Discuss.</p>

		<p>Paley’s Watchmaker Analogy (1 lesson)</p> <p>Aquinas’ 5th Way (1 lesson)</p> <p>Modern Teleological Argument (1 lesson)</p> <p>Criticisms of Cosmological and Teleological Arguments (1 lesson)</p> <p>Arguments based on Reason: <u>The Ontological Argument:</u></p> <p>Anselm and Proslogian (3 lessons)</p> <p>Gaunilo (1 lesson)</p> <p>Aquinas (1 lesson)</p> <p>Descartes and Kant (2 lessons)</p>	<p>”Anselm’s ontological argument proves the necessary existence of God”. Discuss.</p> <p>Or:</p> <p>”We cannot derive the existence of God from Anselm’s definition”. Discuss.</p> <p>Or:</p> <p>”As existence is never a defining predicate, it cannot be a defining predicate of the concept of God”. Discuss.</p>
	<p>Philosophy Unit 3: God and the World.</p>	<p>Religious Experience</p> <p>Introduction, Types of Religious Experience and Characteristics of Religious Experience, Personal Testimony (4 lessons)</p> <p>Stigmata, Corporate, Mystical, Conversion, Impact (5 lessons).</p>	<p>“To what extent are the ideas of William James helpful in understanding religious experience?”</p>

Half Term 3	Philosophy Unit 3: God and the World.	Problem of Evil Epicurus' Paradox, Hume, Inconsistent Triad (logical and evidential problems of evil) (2 lessons). Objections to problem of evil: Augustine, Irenaeus, Hick, Swinburne, Freedom (4 lessons).	To what extent is Augustine's theodicy more successful than Irenaeus' theodicy in explaining evil in the world?
	DCT Unit 1: Insight	Augustine's teaching on human nature (5 lessons) Death and the Afterlife (5 lessons)	Critically assess Augustine's teaching on original sin. Or How fair is the claim that sin means that humans can never be morally good?
Half Term 4	DCT Unit 1: Insight	Death and the Afterlife (5 lessons) (<i>finish</i>)	"Purgatory is the most important Christian teaching about the afterlife". Discuss.
	DCT Unit 2: Foundations	Knowledge of God's Existence (Natural and Revealed Theology) (5 lessons)	Discuss critically the idea that the existence of God can be known through reason alone.
Half Term 5	DCT Unit 2: Foundations	Knowledge of God's Existence (Natural and Revealed Theology) (5 lessons) (<i>finish</i>)	
	Revision Lessons for Mock Examinations	Revision Lessons for Mock Examinations	
Half Term 6	Revision Lessons for Mock Examination and Mock Exams	Revision Lessons for Mock Examinations and Mock Exams themselves.	

Year 13	Areas to be Covered	Lessons	Assessments
Half Term 1	Philosophy Unit 4: Theological and Philosophical Developments	Nature and Attributes of God (7 lessons)	Discuss critically issues arising from the belief that God is omniscient. Discuss critically the view that God deliberately limits his own powers for the good of humanity.
	Philosophy Unit 5: Religious Language: Negative, Analogical or Symbolic	Apophatic Way, Cataphatic Way, Analogy, Symbolic Language (9 lessons)	“The only meaningful way to make statements about God is the via negativa”. Discuss. Or Symbol is too often misleading for it to be useful in religious language.
Half Term 2	Philosophy Unit 5: Religious Language: Negative, Analogical or Symbolic	Apophatic Way, Cataphatic Way, Analogy, Symbolic Language (9 lessons) <i>(finish)</i>	How effective is analogy in communicating religious ideas and beliefs? Or Symbol is too often misleading for it to be useful in religious language. Discuss
	Philosophy Unit 6: Religious Language 20th Century Perspectives	Logical Positivism, Wittgenstein’s view on language games, Falsification Symposium (9 lessons)	To what extent can Wittgenstein’s theory of language games help to resolve the issues raised by religious language? Or A non-cognitive approach to religious language provides valuable insights into the interpretation of religious texts. Discuss.
Half Term 3	DCT Unit 4: Development	Religious Pluralism and Theology (6 lessons)	If different religions offer different paths to salvation, then Jesus died on the cross for nothing. Discuss. Or

		Religious Pluralism and Society (5 lessons)	<p>The best response Christians can make to living in a multi-faith society is to take an inclusivist approach. Discuss.</p> <p>How fair is the claim that the Scriptural Reasoning Movement relativises Christian belief?</p> <p>Or</p> <p>Discuss critically the view that Christians should seek to convert people who belong to other faith communities.</p>
Half Term 4	Revision for Examinations		

Religious Studies A Level – Year 12 Developments in Christian Thought

Year 12	Areas to be covered	Lessons	Assessments
Half Term 4	DCT Unit 3.4: The Person of Jesus Christ	Jesus as the Son of God Jesus as teacher of Wisdom Jesus as Liberator	“Was Jesus’s relationship with God very special or truly unique?”. Discuss.
Half Term 5	DCT Unit 3.5: Christian Moral Principles	Different approaches to reading of the Bible Propositional and non-propositional revelation Bible as only source of authority Church Tradition and the Bible Anglican Tradition Catholic Tradition Agape What are Christian Ethics?	“Is the Bible a comprehensive moral guide?” Discuss.
Half Term 6	DCT Unit 3.6: Christian Moral Action	Dietrich Bonhoeffer Duty Obedience Civil Disobedience Cost of Discipleship Costly Grace Sacrifice & Solidarity	“Should Christians practice civil disobedience?” Discuss.