



## Year 12 RE Curriculum Overview

**Rationale:** The Year 12 A level RE curriculum is follows the WJEC Eduqas A Level specification. Students study three components. Component 1 is an in-depth and broad study of Christianity, Component 2 is the study of Philosophy of religion and Component 3 is the study of Religion and ethics. Each component allows students to acquire and develop knowledge and a critical awareness of religious thought, belief and practice and the different ways in which these are expressed in the lives of individuals, communities and societies. Throughout the year students examine how religious texts and other sources of wisdom and authority are interpreted and applied to religious, philosophical and ethical issues. Year 12 is designed to enable students to develop their interest in, and enthusiasm for, the study of religion and its place in the wider world.

Term	Outline	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources 6 hours of homework per week
Autumn 1	<p><b>Component 1: Christianity</b> Students will study: Jesus – his birth: Consistency and credibility of the birth narratives including harmonisation and redaction. They will interpret and apply the birth narratives to the doctrine of the incarnation.</p> <p>Jesus – his resurrection: The views of Rudolf Bultmann and N.T. Wright on the issue of the resurrection as a historical event. They will interpret and apply the resurrection of Jesus to issues of death, the soul and the afterlife</p> <p>Students will develop their analytical and evaluative skills as they explore key events in the Christian faith. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, events and figures in Christianity.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of and approaches to, religion and belief, including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 30 mark question on the resurrection of Jesus.</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Christian Theology: An introduction by Alister McGrath</p> <p>The Puzzle of the Gospels by Peter Vardy</p> <p>The Birth of the Messiah: A Commentary on the Infancy Narratives in the Gospels of Matthew and Luke By R E Brown</p>

		<p>Students will complete this in timed conditions without notes. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	
	<p><b>Component 2: Philosophy</b>  Students will be introduced to Inductive proofs and the concept of ‘a posteriori’. They will examine the variations of the cosmological argument and the teleological argument for the existence of God and will be able to evaluate the effectiveness of challenges to these arguments. Students will also be introduced to the origins of the ontological argument.  Students will examine the views of key Philosophical figures such as Thomas Aquinas, William Craig, William Paley and F.R. Tennant and David Hume.  Students will develop their analytical and evaluative skills as they explore and challenge philosophical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p><b>The assessment framework is based on the following:</b>  Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and philosophical figures.  Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, philosophy religion and belief, including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements draw conclusions</li> </ul>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b>  The Puzzle of God By P Vardy  God and Proof (Philosophy of Religion) By J Lee  The Thinker's Guide to God By P Vardy and J Arliss</p>

		Students will complete a 30 mark question on the effectiveness of the cosmological argument and variants of this theory. Students will complete this in timed conditions without notes. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.	
	<p><b>Component 3: Ethics</b></p> <p>During this half term students are introduced to key ethical concepts and principles. They will examine The Divine command theory and will explore the main challenges and draw conclusions on the extent of its effectiveness.</p> <p>Students will also be introduced to the meaning of situation ethics. They will examine Joseph Fletcher’s Situation Ethics, his rejection of other forms of ethics and his acceptance of agape as the basis of morality. Students will be able to critically analyse and evaluate Fletcher’s theory in relation to other ethical views.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and key ethical figures.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to ethical thought and belief, including their significance and influence in order to:</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Ethical Studies, 2 nd Edition By R A Bowie</p> <p>The Moral Maze By D Cook</p>

	<p>ethical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 20 mark question on the Divine Command theory. They will be tested on their ability to demonstrate their knowledge and understanding of theories through detailed explanation and use of examples of theories in practice.</p>	<p>Fletcher's Situation Ethics, SCM Briefly series By D M Daniel</p>
<p><b>Autumn 2</b></p>	<p><b>Component 1: Christianity</b> Students will study the ways in which the Bible is considered authoritative: as a source of moral advice, as a guide to living, as teaching on the meaning and purpose of life and as a source of comfort and encouragement. Students will examine the Christian biblical canon was established and will consider diverse views on the Bible as the inspired word of God. Students will begin to examine message and format of the kerugmata as presented by C. H. Dodd, and will be</p>	<p><b>The assessment framework is based on the following:</b> Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, events and figures in Christianity. Assessment outcome 2: Analyse and evaluate aspects of, and</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul>

	<p>encouraged to think critically about its historical value.</p> <p>Students will develop their analytical and evaluative skills as they explore key events in the Christian faith. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>approaches to, religion and belief, including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 30 mark question on the extent to which the Bible is inspired. Students will complete this in timed conditions without notes. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	<p><b>Optional homework and literacy resources:</b></p> <p>Kerygma and Myth: A Theological Debate by R Bultmann et al</p>
	<p><b>Component 2: Philosophy</b></p> <p>Students will continue to learn about the ontological argument and will move on to examine developments of this argument. Students will consider the challenges to the ontological argument and their effectiveness in disproving it. Students will examine the views of key Philosophical figures such as St Anselm, Decartes, Malcolm and Guanilo.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and philosophical figures.</p> <p>Assessment outcome 2: Analyse and evaluate</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> </ul>

	<p>Students will develop their analytical and evaluative skills as they explore and challenge philosophical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>aspects of, and approaches to, philosophy religion and belief, including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 20 mark question on the ontological argument by Decartes. They will be tested on their ability to demonstrate their knowledge and understanding of theories studied including examples of how they work when applied to different situations.</p> <p>Students will complete a 30 mark question on the effectiveness of variants of the ontological argument Students will complete this in timed conditions without notes. They will be tested on</p>	<ul style="list-style-type: none"> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Atheism: A Very Short Introduction (Very Short Introductions) By J Baggini</p> <p>The God Delusion By R Dawkins</p>
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		their ability to analyse, evaluate and draw reasoned conclusions.	
	<p><b>Component 3: Ethics</b> During this half term students will explore virtue theory and will begin to examine ethical egoism.</p> <p>Students will continue to examine the effectiveness of situation ethics and will begin to examine Bentham's theory of act utilitarianism. They will use their knowledge to apply this to the idea of animal experimentation for medical research and the use of nuclear weapons as a deterrent.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge ethical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and key ethical figures.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to ethical thought and belief, including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 30 mark question on the effectiveness and</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Aquinas' Summa Theologica By D M Daniel</p> <p>Bentham's An Introduction to the Principles of Morals and Legislation By D M Daniel</p>



	<p><b>Wider curriculum experiences- Career link:</b> Students will also have the opportunity to look at the role of a Civil service administrator.</p>	<p>challenges of virtue theory. Students will complete this in timed conditions without notes. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	
<p><b>Spring 1</b></p>	<p><b>Component 1: Christianity</b> Students will make a comparison of the work of two key scholars, including their views of Jesus with reference to their different methods of studying Jesus: John Dominic Crossan and N. T. Wright. They will examine the effectiveness of the methods of the research chosen by each scholar and use this to determine which scholar's view of Jesus is more accurate.</p> <p>Students will develop their analytical and evaluative skills as they explore key events in the Christian faith. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>The assessment framework is based on the following: Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, events and figures in Christianity.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance and influence in order to: present arguments make judgements draw conclusions</p> <p>Students will complete a 20 mark question on the</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>The Historical Jesus: The Life of a Mediterranean Jewish Peasant by J D Crossan</p> <p>Jesus: A Revolutionary Biography by J D Crossan</p>



		choice of sources used by Crossan. Students will complete this in timed conditions without notes. They will be tested on their ability to show in-depth knowledge, explanation and examples in their writing.	
	<p><b>Component 2: Philosophy</b> Students will learn about types of evil: The logical problem of evil from the classical theory to more modern developments. They will examine key responses to the problem of evil including Augustinian and Irenaean type theodicy. Students will analyse and evaluate the degree to which modern problem of evil arguments are effective in proving God's non-existence.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge philosophical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	Students will complete a 2 hour Mock exam under timed conditions, which will assess their knowledge of topics covered so far in component 2 and 3. (Philosophy and Ethics)	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Where Was God: Evil, Theodicy, and Modern Science By G Stillwell</p>

	<p><b>Component 3: Ethics</b> Students will examine the strengths and weaknesses of ethical egoism and will apply this to a variety of situations. Students will also continue to consolidate their understanding of Bentham’s theory of act utilitarianism.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge ethical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>Students will complete a 2 hour Mock exam under timed conditions, which will assess their knowledge of topics covered so far in component 2 and 3. (Philosophy and Ethics)</p> <p>Students will complete a 30 mark Act and Rule utilitarianism. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional Homework and Literacy resources:</b></p> <p>Student friendly overview of Situation Ethics <a href="http://www.allaboutphilosophy.org/situational-ethics.htm">http://www.allaboutphilosophy.org/situational-ethics.htm</a></p>
<p><b>Spring 2</b></p>	<p><b>Component 1: Christianity</b> Students will study the issue of male language about God; the pastoral benefits and challenges of the model of Father. They will analyse and evaluate Sallie McFague’s arguments on God as Mother. Students will study the modern view of a suffering God illustrated by Jurgen Moltmann. They will develop their understanding of the Trinity and the need for the doctrine of the Trinity. Student will then begin their study of the three main theories of the Atonement and will determine what each suggests about the nature of God.</p> <p>Students will develop their analytical and evaluative skills as they explore key events in the</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, events and figures in Christianity.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, religion and belief, including</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul>

	<p>Christian faith. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>their significance and influence in order to: present arguments make judgements and draw conclusions</p> <p>Students will complete a 30 mark question on whether God can suffer. Students will complete this in timed conditions without notes. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	<p><b>Optional homework and literacy resources:</b></p> <p>The Crucified God: The Cross of Christ as the Foundation and Criticism of Christian Theology By J Moltmann</p>
	<p><b>Component 2: Philosophy</b> Students will examine The nature of religious experience with p reference to: Visions – sensory; intellectual; dreams. Conversion – individual/communal; sudden/gradual. Mysticism – transcendent; ecstatic and unitive. Prayer – types and stages of prayer according to Teresa of Avila.</p> <p>They will be introduced to Mystical experience: William James’ four characteristics of mystical experience: ineffable, noetic, transient and passive. Rudolf Otto – the concept of the numinous; mysterium tremendum; the human predisposition for religious experience.</p>	<p>The assessment framework is based on the following: Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and philosophical figures.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, philosophy religion and belief, including</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul>

	<p>Students will be able to put forward challenges to religious experiences and evaluate whether they disprove them.</p>	<p>their significance and influence in order to: present arguments, make judgements and draw conclusions</p> <p>Students will complete a 20 mark question on the different types of mystical experience. They will be tested on their ability to demonstrate their knowledge and understanding of theories studied including examples of how they work when applied to different situations.</p>	<p><b>Optional homework and literacy resources:</b></p> <p>Access to Religious Studies: Religious Experience by P Cole</p>
	<p><b>Component 3: Ethics</b></p> <p>Students will move on to study Natural law. They will evaluate the role of laws and precepts, goods and virtues in supporting moral behaviours</p> <p>Students will also begin to examine Mill's theory of Rule utilitarianism.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and key ethical figures.</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to</li> </ul>

	<p>Students will develop their analytical and evaluative skills as they explore and challenge ethical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to ethical thought religion and belief, including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 20 mark question on Bentham's theory of utilitarianism. They will be tested on their ability to demonstrate their knowledge and understanding of theories studied including examples of how they work when applied to different situations.</p>	<p>consolidate and develop knowledge of previous topics.</p> <ul style="list-style-type: none"> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Student friendly overview of Situation Ethics  <a href="http://www.allaboutphilosophy.org/situational-ethics.htm">http://www.allaboutphilosophy.org/situational-ethics.htm</a></p>
<b>Summer 1</b>	<p><b>Component 1: Christianity</b> Atonement continues to be the focus of this half term. Students will examine developments of these</p>	<p><b>The assessment framework is based on the following:</b></p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p>

	<p>models and examine common themes in each of them. Student will move on to look at faith and works and will decide based on biblical evidence the extent to they support Christians in being justified before God.</p> <p>Students will develop their analytical and evaluative skills as they explore key events in the Christian faith. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, events and figures in Christianity.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance and influence in order to: present arguments make judgements and draw conclusions</p> <p>Students will complete a 20 mark question explaining Luther's theory on Faith alone. Students will complete this in timed conditions without notes. They will be tested on their ability to show in-depth knowledge, explanation and examples in their writing.</p>	<ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Paul and Palestinian Judaism: A Comparison of Patterns of Religion By E P Sanders</p>
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	<p><b>Component 2: Philosophy</b></p> <p>Students are introduced to Religious belief as a product of the human mind from the perspectives of Sigmund Freud and Carl Jung and will examine the challenges to these ideas and to the evidence presented.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge philosophical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>The assessment framework is based on the following:</p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and philosophical figures.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, philosophy religion and belief, including their significance and influence in order to: present arguments, make judgements and draw conclusions</p> <p>Students will complete a 20 mark question on the challenges of New Atheism. They will be tested on their ability to demonstrate their knowledge and understanding of theories studied including examples of how they</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Where Was God: Evil, Theodicy, and Modern Science By G Stillwell</p>
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		work when applied to different situations.	
	<p><b>Component 3: Ethics</b> Students will examine natural law in relation to virtues and goods.</p> <p>Students will continue to examine Mill’s theory of Rule utilitarianism. They will use their knowledge to apply this to the idea of animal experimentation for medical research and the use of nuclear weapons as a deterrent.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge ethical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and key ethical figures.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to ethical thought, religion and belief; including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p> <p>Students will complete a 30 mark question on the effectiveness of</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Bentham, Jeremy (2000) - Utilitarianism and Other Essays, Pearson</p>

		utilitarianism when applied to moral issues. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.	
<b>Summer 2</b>	<p><b>Component 1: Christianity</b></p> <p>Students will begin to look at The New Testament community of believers as a model for churches today (with reference to Acts). They will also explore key moral principles in Christianity with a focus on the importance of the teaching: ‘Love thy neighbour.’</p> <p>During this half term students will have the opportunity to review their learning of Theme 2 focusing on topics they have found challenging.</p> <p>Students will develop their analytical and evaluative skills as they explore key events in the Christian faith. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, events and figures in Christianity.</p> <p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance and influence in order to: present arguments make judgements and draw conclusions</p> <p>Students will complete a 30 mark question on the importance of ‘Love thy neighbour’ when compared to other</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>The role and importance of the Church in the community</p> <p><a href="https://www.huffingtonpost.com/pastor-gilford-t-monrose/role-of-the-church_b_1896969.html">https://www.huffingtonpost.com/pastor-gilford-t-monrose/role-of-the-church_b_1896969.html</a></p>

		<p>teachings and principles. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	
<p><b>Component 2: Philosophy</b> Students will spend this unit exploring atheism, specifically New atheism and its criticisms of religion.</p> <p>Students will develop their analytical and evaluative skills as they explore and challenge philosophical theories. Students will also have the opportunity to develop their communication skills when sharing ideas during group presentation tasks.</p>	<p>Students will complete a 2 hour Mock exam under timed conditions, which will assess their knowledge of topics covered so far in component 2 and 3. (Christianity and Philosophy)</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <ul style="list-style-type: none"> <li>• Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</li> <li>• Completion of past exam questions.</li> <li>• Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</li> <li>• Revision for tests and Mock examinations.</li> </ul> <p><b>Optional homework and literacy resources:</b></p> <p>Detailed resources on key themes: <a href="http://peped.org/philosophicalinvestigations/teachers/">http://peped.org/philosophicalinvestigations/teachers/</a></p>	
<p><b>Component 3: Ethics</b> Students will use previous knowledge to apply natural law to issues of abortion and voluntary euthanasia.</p> <p>Students will have the opportunity to review their learning, focusing on topics they have found challenging</p>	<p><b>The assessment framework is based on the following:</b> Assessment outcome 1: Demonstrate knowledge and understanding of key concepts, theories and key ethical figures.</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p> <p>Pre-reading of information and critical content sheets provided by teacher in preparation for subsequent lessons.</p> <p>Completion of past exam questions.</p> <p>Note-taking in preparation for subsequent lesson.</p>	

		<p>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to, ethical thought, religion and belief including their significance and influence in order to:</p> <ul style="list-style-type: none"> <li>• present arguments</li> <li>• make judgements</li> </ul> <p>draw conclusions</p>	<p>Completion of revision resources in preparation for an assessment/mock exam and to consolidate and develop knowledge of previous topics.</p> <p>Revision for tests and Mock examinations.</p> <p>Preparation for group presentations.</p>
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