



## Year 13 RE Curriculum Overview

**Rationale:** The Year 13 A level RE curriculum continues to follow the WJEC Eduqas A Level specification. Students build on the knowledge and skills developed in Year 12 as they continue to work through the three components of study: Component 1, an in-depth and broad study of Christianity, Component 2, the study of Philosophy of religion and Component 3, the study of Religion and ethics. Students will continue to develop and refine their skills of analysis and evaluation through discussion, debate and regular internal assessments.

Term	Outline	Assessment/Teacher Feedback opportunities	Homework and Literacy resources <b>6 hours of homework per week</b>
<b>Autumn 1</b>	<p><b>Component 1:</b> Students will examine selected key moral principles of Christianity: the importance of love of neighbour, God’s love as a potential model for Christian behaviour, the role of conscience and the need for forgiveness.</p> <p>Students will begin Theme 3 with the study of wealth and the prosperity gospel. They will analyse and evaluate whether the ascetic ideal is compatible with Christianity. They will move on to explore the challenges of migration and the need for the reverse missionary movement.</p> <p>Students will be introduced to feminist theology.</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 20 mark question on the prosperity Gospel. Students will complete this in timed conditions</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>Christians in an Age of Wealth: A Biblical Theology of Stewardship by C Blomberg</p>

		<p>without notes. They will be tested on their ability to show in-depth knowledge, explanation and examples in their writing.</p> <p>Students will complete a 30 mark question on the validity of God as mother. 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 explore the influence of religious experience on religious practice and faith. They will examine different definitions of miracles and contrasting views on whether miracles can exist from the perspectives of Swinburne and Hume.</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</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>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 comparing definitions of miracles. 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>.</p>	<p><b>Optional homework and literacy resources:</b></p> <p><b>Religious Language By P Cole and J Lee</b></p>
	<p><b>Component 3: Ethics</b></p> <p>During this unit Students will explore the meta-ethical approach to intuitionism and will emotivism.</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> </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 intuitionism. 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>	<ul style="list-style-type: none"> <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>Understand Ethics : Teach Yourself By M Thompson</p> <p>Hoose, B. (1987) - Proportionalism: The American Debate and European Roots, Georgetown University Press</p>
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<p><b>Autumn 2</b></p>	<p><b>Component 1: Christianity</b></p> <p>Students will continue to study the contributions of Mary Daly and Rosemary Radford Ruether to feminist theology and compare and contrast their views. Students will examine the changing role of men and women with reference to the issue of the ordination of women priests and bishops. They will analyse and evaluate whether equality in Christianity is a realistic prospect.</p> <p>The unit will also allow students to investigate the challenges of secularisation to Christianity. Students will examine scenarios where Christianity has been challenged in the UK and will evaluate the effectiveness of the responses to this. The relationship between religion and science will also be explored giving students the opportunity to debate whether it is possible for Christians to be scientists. Students move on to explore the differences between religious pluralism and tolerance of religious diversity. The exclusivist and inclusivist views expressed in the Christian Bible be examined and students will evaluate where there is a real challenge to Christianity from pluralism.</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 20 mark question on the arguments for and against the ordination of women. 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>	<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>Feminist theology  <a href="http://liberationtheology.org/people-organizations/rosemary-radford-ruether/">http://liberationtheology.org/people-organizations/rosemary-radford-ruether/</a></p>
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		<p>Students will complete a 30 mark question on the whether scientists can be atheists. 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 Inherent problems of religious language: Limitations of language for traditional conceptions of God such as infinite and timeless. They will examine the differences between cognitive and non-cognitive language.</p> <p>Students will evaluate and analyse the solutions presented by religious philosophers for the inherent problems of using religious language.</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><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 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>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>Religious Language Coursebook By S Loxton</p>

		<p>draw conclusions</p> <p>Students will complete a 20 mark question on the inherent problem of religious language. 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>	
	<p><b>Component 3: Ethics</b>  During this half term students will study Bernard Hoose's overview of the Proportionalist debate. Students will apply Finnis' Natural Law and Proportionalism to issues of immigration and capital punishment.</p> <p>During this half term students examine Religious concepts of predestination, with reference to the teachings of: St Augustine.</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>Assessment outcome 2: Analyse and evaluate aspects of, and approaches to ethical</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>They will explore concepts of determinism with a focus on Hard determinism presented by John Locke.</p> <p>Students will debate and evaluate the extent to which God predestines humanity</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>Wider curriculum link: Careers</b> Students will also have the opportunity to look at the role of a Solicitor.</p>	<p>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 Hooses proportionalism. 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><b>Optional homework and literacy resources:</b></p> <p>A New Dictionary of Christian Ethics By J Macquarie &amp; J Childress</p>
<b>Spring 1</b>	<p><b>Component 1: Christianity</b></p> <p>Students will examine the case for infant baptism by Augustine and Zwingli. They will develop their knowledge of the importance of the Eucharist in the life of contemporary Christian communities.</p>	<p><b>The assessment framework is based on the following:</b></p> <p>Assessment outcome 1: Demonstrate knowledge and understanding of key</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> </ul>



	<p>The celebration of Christmas and Easter will be studied allowing students to compare and contrast Eastern and Western practices. Students will be introduced to the origins of the ecumenical movement and its aims.</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>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 ecumenical movement. Students will complete this in timed conditions without notes. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	<ul style="list-style-type: none"> <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>Baptism: Three Views By D F Wright</p>
	<p><b>Component 2: Philosophy</b></p> <p>Students will continue to learn about Religious language and will examine the theory that it is non-cognitive and analogical as well as analysing the</p>	<p>Students will complete a 2 hour Mock exam under timed conditions, which will assess their</p>	<p>For all 3 components of A-level RE Students will complete a wide range of homework tasks including:</p>

	<p>criticisms and challenges to this. Students will also assess whether symbolic language can be agreed has adequate meaning as a form of language. They will also begin to explore mythical language.</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>knowledge of topics covered so far in component 2 and 3. (Philosophy and Ethics)</p> <p>Students will complete a 30 mark question on the validity of Symbolic language. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</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>Religious Language By M Scott</p>
	<p><b>Component 3: Ethics</b></p> <p>During this half term students will continue with their study of hard determinism and will move on to explore the idea of Soft determinism as presented by Thomas Hobbes and A.J Ayre.</p> <p><b>Wider curriculum link: Careers</b></p> <p>Students will also have the opportunity to look at the life of a student.</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</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>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>Ethics and Religion – 2nd Edition By J Jenkins</p>

	when sharing ideas during group presentation tasks.		
<b>Spring 2</b>	<p><b>Component 1: Christianity</b></p> <p>Students will study the development of the Charismatic Movement post-1960 and the philosophical challenges to this.</p> <p>The final topic students examine is the basis of South American liberation theology with reference to Gustavo Gutierrez and Leonardo Boff. Students examine Roman Catholic Church responses to this.</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 20 mark question on charismatic movement. Students will complete this in timed conditions without notes. They will</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>Introducing Liberation Theology By L Boff</p> <p>2000 Years Of Charismatic Christianity: A 21st Century Look at Church History from a Pentecostal/Charismatic Perspective By E L Hyatt</p>

		be tested on their ability to show in-depth knowledge, explanation and examples in their writing.	
	<p><b>Component 2: Philosophy</b> Students will examine theories on religious language as a language game (Ludwig Wittgenstein). They will carry out an analysis of supportive evidence and challenges.</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><b>The assessment framework is based on the following:</b> 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:</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</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>Religious Language By M Scott</p> <p>Language games: <a href="http://www.philosophypages.com/hy/6s.htm">http://www.philosophypages.com/hy/6s.htm</a></p>

		<p>Kalam argument. (Interleaving). 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><b>Component 3: Ethics</b>  During this unit students will study religious concepts of free will, with reference to the teachings of: Pelagius. They will examine the role of original sin, humanity maturing in God’s image and accepting the responsibility of free will. Students will be introduced to concepts of libertarianism.</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>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>WJEC AS Religious Studies: An Introduction to Philosophy of Religion and an Introduction to Religion and Ethics: Study and Revision Guide  By K Lawson and A Pearce</p>

		Students will complete a 30 mark question on the impact of predestination on our understanding of God. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.	
<b>Summer 1</b>	<p><b>Component 1: Christianity</b></p> <p>Students will revisit challenging topics from the course to support them in closing gaps in knowledge and preparing for their final exams.</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, theories and religious figures.</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>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>Students will complete a 30 mark question on a chosen topic from Christianity. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	
	<p><b>Component 2: Philosophy</b></p> <p>Students will consolidate their knowledge of key topics through revision tasks such as, quizzes, completing practice exam questions and writing, talking exam answers.</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><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 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>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>Philosophy of Religion for A Level By A Jordan, N Lockyer &amp; E Tate</p>

		<p>Students will complete a 30 mark question on a chosen topic from Philosophy. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.</p>	
	<p><b>Component 3: Ethics</b>          Libertarianism and free will          Students will study The implications of libertarianism on moral responsibility focusing on the worth of human ideas of rightness, wrongness and moral value.</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>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, 2nd Edition By R A Bowie</p>



		Students will complete a 30 mark question on a chosen topic from ethics theme 1. They will be tested on their ability to analyse, evaluate and draw reasoned conclusions.	
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