

## Year 12 Religious Studies

Timing	Unit Title	Key Question	Knowledge	Assessing understanding
Autumn	<b>Philosophy:</b> <ul style="list-style-type: none"> <li><i>Ancient Philosophical Influences</i></li> <li><i>Body and Soul</i></li> <li><i>Problem of Evil</i></li> <li><i>Religious Experience</i></li> </ul> <b>Ethics:</b> <ul style="list-style-type: none"> <li><i>Natural Law</i></li> <li><i>Situation Ethics</i></li> <li><i>Kantian Ethics</i></li> <li><i>Utilitarianism</i></li> <li><i>Euthanasia</i></li> </ul>	<b>Are Aristotle and Plato's attempts to make sense of reality convincing?</b>  <b>Does the soul exist?</b>  <b>Does evil disprove God?</b>          <b>To what extent are these ethical theories helpful methods of moral decision making?</b>          <b>What is the most ethical way to approach euthanasia and the issues it raises?</b>	<ul style="list-style-type: none"> <li>Philosophical views of Plato, the Forms, analogy of the cave and philosophical views of Aristotle, Four Causes and Prime Mover.</li> <li>Philosophical language of soul, mind and body in the thinking of Plato and Aristotle. Metaphysics of consciousness and materialism.</li> <li>Theodicies that propose some justification or reason for evil.</li> <li>The nature and influence of religious experience including mystical experience, conversion and different ways in which individual religious experiences can be understood.</li> <li>The theories of Natural Law, Situation Ethics, Kantian Ethics and Utilitarianism and an evaluation of their effectiveness as ethical theories.</li> <li>Ethical issues surrounding euthanasia and an evaluation of the extent to which Natural Law and Situation Ethics are helpful approaches to it.</li> </ul>	<b>How understanding is assessed</b> <ul style="list-style-type: none"> <li>Students will be able to explain, analyse and critically evaluate key philosophical, ethical and theological concepts</li> <li>Will be able to effectively substantiate their written and verbal arguments about these key concepts</li> </ul> <b>Skills</b> <ul style="list-style-type: none"> <li>Understanding of key philosophical, ethical and theological concepts</li> <li>Analysis and evaluation</li> <li>Effective essay writing</li> </ul> <b>Assessment Point information</b> Students' progress will be assessed through timed essays done in lessons and at home

Spring	<p><b>Philosophy:</b></p> <ul style="list-style-type: none"> <li>• <i>Arguments for God</i></li> </ul> <p><b>Ethics:</b></p> <ul style="list-style-type: none"> <li>• <i>Business Ethics</i></li> </ul> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• <i>Augustine on Human Nature</i></li> <li>• <i>Death and the Afterlife</i></li> <li>• <i>Knowledge of God</i></li> <li>• <i>The Person of Jesus Christ</i></li> <li>• <i>Christian Moral principles</i></li> <li>• <i>Christian moral action</i></li> </ul>	<p><b>Can we prove the existence of God?</b></p> <p><b>What is the most ethical way to approach business ethics and the issues it raises?</b></p> <p><b>Has the Fall changed humanity?</b></p> <p><b>Will all be saved?</b></p> <p><b>Can we know God?</b></p> <p><b>What is the prime identity of Jesus Christ?</b></p> <p><b>How should Christians make moral decisions?</b></p> <p><b>How useful is Bonhoeffer as an example of Christian moral action?</b></p>	<ul style="list-style-type: none"> <li>• The Teleological argument, the Cosmological argument and challenges to the arguments from observation. Ontological argument, with reference to Anselm, Gaunilo and Kant.</li> <li>• Ethical issues surrounding business ethics and an evaluation of the extent to which Kantian Ethics and Utilitarianism are helpful approaches to it.</li> <li>• Augustine on human relationships, society and the effects of Original Sin as a result of the Fall.</li> <li>• Heaven, Hell and Purgatory as states, physical places or symbols. Election and judgement within Christianity.</li> <li>• Knowledge of God through natural theology and revealed theology. The extent to which humans can know God in light of the Fall and the limits of human reason in understanding the transcendent.</li> <li>• Whether Jesus should be primarily seen as the Son of God, a moral teacher or a political liberator.</li> <li>• Different types of Christian moral reasoning and sources of ethics</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain, analyse and critically evaluate key philosophical, ethical and theological concepts</li> <li>• Will be able to effectively substantiate their written and verbal arguments about these key concepts</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of key philosophical, ethical and theological concepts</li> <li>• Analysis and evaluation</li> <li>• Effective essay writing</li> </ul> <p><b>Assessment Point information</b> Students' progress will be assessed through timed essays done in lessons and at home</p>
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Summer	<b>Revision and Exam Technique</b> <b>Going beyond the spec</b>	<b>How to best prepare for a Religious Studies exam</b>	<ul style="list-style-type: none"> <li>• Revision of content</li> <li>• Exam technique</li> <li>• Wider reading and enrichment activities</li> </ul>	<p><b>How understanding is assessed</b></p> <ul style="list-style-type: none"> <li>• Students will be able to explain, analyse and critically evaluate key philosophical, ethical and theological concepts</li> <li>• Will be able to effectively substantiate their written and verbal arguments about these key concepts</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding of key philosophical, ethical and theological concepts</li> <li>• Analysis and evaluation</li> <li>• Effective essay writing</li> </ul> <p><b>Assessment Point information</b>  Students' progress will be assessed through timed essays done in lessons, end of year exam</p>