

Philosophy, Religion and Ethics – Year 13 A Level Curriculum

EXAM BOARD: EDUQAS

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Term 1/2</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>The community of believers</li> <li>Key Moral Principles</li> </ul> <p>Significant social developments in religious thought-</p> <p><b>Attitudes to Wealth</b></p> <ul style="list-style-type: none"> <li><b>Migration and Christianity in the UK</b></li> </ul> <p><b>Philosophy</b></p> <p>Challenges to religious beliefs</p> <ul style="list-style-type: none"> <li>Religious beliefs as a product of the human mind: Freud</li> <li>Religious beliefs as a product of the human mind: Carl Jung</li> <li>Issues relating to rejection of religion</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Meta -ethical approaches -naturalism</li> <li>Meta- ethical approaches-intuitionism</li> <li>Meta -ethical approaches-emotivism</li> <li>John Finnis’ development of Natural Law.</li> <li>Bernard Hoose’s overview of Proportionalism debate</li> </ul>	<p>Links to work from Y12</p> <p>Deepen knowledge of beliefs about the attitudes to wealth and poverty</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>To compare the life of the new testament community of believers with the life of the Christian church today</li> <li>To examine why Freud considers religious beliefs as an illusion</li> <li>To be able to examine the strengths and weaknesses of intuitionism</li> <li><b>End of topic assessment</b> AO1 and AO2</li> </ul>	<ul style="list-style-type: none"> <li>To examine the key moral principles of Christianity with reference to scripture.</li> <li>To demonstrate knowledge and understanding of how migration has created multicultural societies which include Christianity</li> <li>To evaluate why naturalism is not a valid approach to making moral decision</li> </ul>
<p><b>Term 2/3</b></p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Feminist theology and the changing role of men and women</li> <li>Significant historical developments in religious thought- Challenges from secularisation</li> </ul>	<p>Deepen knowledge of the role of men and women linked to work in Year 11</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Knowledge and understanding of the role of men and women in Christianity and the social and legal status of women today</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation – be able to Evaluate the impact of pluralism for interfaith and interdenominational relations.</li> </ul>

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<ul style="list-style-type: none"> <li>• Significant historical developments in religious thought - Challenges from science</li> <li>• Significant historical developments in religious thought. - Challenges from pluralism and diversity within a tradition</li> <li>• Religious identity through diversity in Baptism-</li> <li>• Religious identity through diversity in Eucharist, festivals</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>• Nature of religious experience</li> <li>• Mystical experiences</li> <li>• Challenges to the objectivity and authenticity of Religious experience</li> <li>• The influence of religious experience on religious practice</li> <li>• Different definitions of Miracles</li> <li>• Contrasting views on miracles Swinburne</li> <li>• Religious language as non-cognitive and analogical</li> <li>• <b>Inherent problems of religious language</b></li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• Application of the theory to Immigration and capital punishment</li> </ul>	<p>Deepen knowledge of Christianity and science from Year 10 &amp; 11 GCSE work</p> <p>Christian belief &amp; Religion and life-</p>	<ul style="list-style-type: none"> <li>• To compare the approaches of Mary Daly and Rosemary Radford Ruether to feminist theology</li> <li>• Evaluate the view that baptism should be administered to consenting adults.</li> <li>• To be able to examine the nature of mystical experiences presented by William James</li> <li>• To be able to explain how Finnis and Hoose’s principles could mean that capital punishment is right or wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• To examine the similarities and differences between the eastern and western churches’ celebration of Christmas</li> <li>• To evaluate the view that individual experiences are valid even if they cannot be verified.</li> </ul>
<p><b>Term 4/5</b></p> <p><b>Christianity</b></p> <p>Religious practices that shape religious identity</p> <ul style="list-style-type: none"> <li>• Religious identity through unification-</li> <li>• Religious identity through religious experiences: The Charismatic Movement</li> </ul>	<p>Linked to work in terms 2&amp;3</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• To understand the implications of the charismatic movement on the practices of the Christian communities</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to evaluate the relationship between religious belief and wealth in modern society</li> </ul>

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<ul style="list-style-type: none"> <li>Religious identity through <b>responses to poverty and justice</b>: The basis of South American liberation theology with reference to Gustavo Gutierrez and Leonardo Boff</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>Religious language as cognitive, but meaningless</li> <li>Religious language as non-cognitive and symbolic</li> <li>Religious language as non-cognitive and mythical</li> <li>Religious language as a language game</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Religious concept of Predestination</li> <li>Concepts of Determinism</li> <li>The Implications of Determinism/ predestination</li> <li>Religious concept of Free will</li> </ul>		<ul style="list-style-type: none"> <li>To examine the challenges of the verification principle to the meaninglessness of religious language</li> <li>To be able to compare the teachings on Predestination from Calvin and Augustine</li> </ul>	<ul style="list-style-type: none"> <li>Be able to evaluate the view that the problems of religious language cannot be resolved by cognitive solution.</li> <li>Evaluate the view that there is no value for blaming people for immoral action if determinism is correct.</li> </ul>
<p>Term 5/6</p> <p><b>Christianity</b></p> <ul style="list-style-type: none"> <li>Religious identity through <b>responses to poverty and justice</b>: Roman Catholic Church responses to South American liberation theology</li> </ul> <p><b>Philosophy</b></p> <ul style="list-style-type: none"> <li>Challenges to religious beliefs – <b>Evil and suffering</b></li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>Concepts of libertarianism</li> <li>Implications of libertarianism and free will</li> </ul>	<p>Links to a range of work completed in Year 12- 13</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>To examine Roman Catholic Responses to Liberation theology</li> </ul> <p>To examine the logical and evidential problem of evil</p> <ul style="list-style-type: none"> <li>To examine the main features of libertarianism</li> </ul> <p><b>End of topic assessment –</b> AO1 &amp; AO2 questions</p> <p>EXAM PERIOD</p>	<ul style="list-style-type: none"> <li>Evaluate the view that liberation from sin is more important than political liberation from material poverty</li> <li>To evaluate the view that the existence of natural evil is a bigger challenge to belief in God than the existence of moral evil.</li> <li>To examine the view that prayer is pointless if humans are completely free.</li> </ul>

## Resources and/or activities to support learning

### **Textbook used in lessons:**

WJEC/EDUQAS Religious Studies for A Level & AS **Philosophy** of Religion Revised Edition by Karl Lawson, Peter Cole - Hodder Education

WJEC/EDUQSA Religious Studies for A Level & AS **-Christianity** Revised Edition by Peter Cole Gwynn and Gregory Baker-

A Level Religious Studies for Eduqas: **Religion and Ethics-** by Lloyd Clare- OUP Oxford

### **Revision books:**

WJC and Eduqas A level RS- **Philosophy of Religion** by Clare Lloyd- Hodder Education

WJC and Eduqas A level RS- **Religion and Ethics** -by Clare Lloyd- Hodder Education

WJC and Eduqas A level RS- **Christianity** by Clare Lloyd- Hodder Education