



CURRICULUM MAP FOR RS YEAR 12

<p>HALF TERM 1: Arguments for the existence of God & Sources of wisdom and authority in Christianity</p> <p>Key Question 1: What are the fundamentals for philosophical thought?</p> <p>a) <u>faith</u>: as intellectual assent – the belief that God exists and ‘belief in’ a personal relationship with God – not necessarily based on reason and ‘reasons’ may not be offered for it</p> <p>b) <u>reason</u>: as justification and defence of something people have already come to believe by other means reason: as basis of faith (belief that)</p> <p>c) <u>proof</u>: deductive proof, inductive argument – ‘personal proof’, ie an argument that convinces/establishes beyond reasonable doubt but does not entail truth of the conclusion.</p> <p>Key Question 2: Does God exist?</p> <p>a) <u>Cosmological Argument - Aquinas: Way 3 contingency and necessity</u>. Criticisms from Hume and Russell</p> <p>b) <u>Design Argument</u> - William Paley’s <u>analogical argument</u>. Criticisms from Hume</p> <p>c) <u>Ontological argument – Anselm’s a priori argument</u>. Proslogion 2 & 3 Criticism from Gaunilo and Kant</p> <p>Key Question 3: What are Sources of wisdom and authority in Christianity?</p> <p>a) Different strands of Christian thinking, <u>fundamentalist, modernist, liberal</u>.</p> <p>b) Protestant perspective on individual interpretation of text, <u>Sola Scripture</u>.</p> <p>c) Catholic: concept of tradition as unbroken transmission of oral (unwritten) teaching and practice from the time of Jesus to the present; the <u>Magisterium</u></p> <p>d) Contrasting views on the authority of <u>Jesus’ teachings</u>.</p>		<p>Students should conduct wider reading outside of the classroom. Extracts from the following will be provided:</p> <p>Paley, <i>Natural theology</i>,</p> <p>Hume, <i>Dialogues concerning natural religion</i></p> <p>Anselm, <i>Proslogion</i></p> <p>Handout on objections to the Ontological argument</p> <p>Bible: <i>Genesis and the Gospels</i></p>
<p>HALF TERM 2: The Problem of Evil & Christian beliefs about God</p> <p>Key Question 1: Why is there suffering in the world?</p> <p>a) Different types of evil and suffering, <u>moral evil and natural evil</u>.</p> <p>b) <u>The problem of evil</u>, Mackie’s Inconsistent Triad.</p> <p>Key Question 2: How do you solve the problem of evil?</p> <p>a) Hick’s <u>Soul Making theory</u> ‘the encounter with ‘evil’ is the way to maximise human potential’. Evaluate strengths and weaknesses.</p> <p>b) <u>The Free Will defence</u>. Including Swinburne’s ‘Toy box’, Genesis 3 and Hick’s ‘Robots’. Evaluate strengths and weaknesses.</p> <p>c) Griffin’s <u>Process theodicy</u>, evaluate strengths and weaknesses.</p>		<p>Students to complete 5 essays 300-500 words in length. The first in response to the key question What are the fundamentals for philosophical thought. Three essays will assess how convincing each of the arguments presented for the existence of God are. The final essay will explain three reasons why Christians have different views about the authority of the teaching of Jesus as recorded in the Bible.</p>
		<p>Students will discuss key ideas raised in this unit. Elements of debate surrounding philosophical arguments for the existence of God and criticisms. Students will articulate their understanding of the different approaches to the authority of the Bible for different branches of Christianity.</p>
		<p>Science – Big bang theory, Darwin’s theory of evolution.</p> <p>Geography – Geology used to date the age of the Earth.</p>
		<p>Jordan, Lockyer and Tate, <i>Religious Studies: Philosophy of Religion</i>, process thought, Nelson Thornes</p> <p>Bible: <i>Genesis 3</i></p> <p>Bible: <i>Isaiah 55</i></p> <p>Plato: <i>God and Creativity</i></p> <p>Articles on the nature of God.</p>
		<p>Students will complete 3 essays of 700 – 800 words in response to the three key questions. Essays will be a mix of A01 ‘Explain’ questions and A02 ‘Critically Assess’ questions.</p>










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<p>Key Question 3: What do Christians believe about God?</p> <p>a) <u>The Trinity</u>: concepts of mystery and paradox – faith beyond understanding</p> <p>b) <u>Jesus as Son of God</u>: Contrasting perspectives of adoption and eternal sonship</p> <p>c) <u>Father</u>: of Jesus only/all believers/all of humanity/whole of creation. Feminist rejection of male language.</p> <p>d) <u>Transcendent/ unknowable</u>. strengths and weaknesses including reference to Christian deism.</p>		<p>Students will discuss key ideas raised in this unit. Elements of debate surrounding the problem of evil and strengths and weaknesses of the responses. Students will articulate their understanding of the different descriptions of God.</p>
		<p>Science – Explanations for natural disasters Sociology – idea of Free will, crime and deviance.</p>
<p>HALF TERM 3: Religious Experience & Self, death and afterlife.</p> <p>Key Question 1: What are Religious Experiences?</p> <p>a) <u>Visions</u>, corporeal, imaginative and intellectual</p> <p>b) <u>Numinous</u>, Otto, an apprehension of the wholly other</p> <p>c) <u>Mystical</u>, William James; non sensuous and non-intellectual union with the divine as presented by Walter Stace.</p>		<p>James, W <i>The varieties of religious experience</i> Cole, P. <i>Religious Experience</i> Catechism of the Catholic Church 1021–1041 Bible: John 9 Articles on the Christian understanding of the afterlife</p>
<p>Key Question 2: How do you verify a religious experience?</p> <p>a) The challenges of <u>verifying</u> religious experiences</p> <p>b) The challenges to religious experience from <u>science</u></p> <p>c) <u>Religious responses</u> to those challenges</p> <p>d) Swinburne’s <u>principles of credulity and testimony</u></p>		<p>Students will complete 4 essays of 700 – 800 words in response to the four key questions. Essays will be a mix of A01 ‘Explain’ questions and A02 ‘Critically Assess’ questions.</p>
<p>Key Question 3: What is the purpose of human life?</p> <p>a) To <u>glorify God</u> and have a personal relationship with him</p> <p>b) To <u>prepare for judgement</u></p> <p>c) To <u>bring about God’s kingdom on earth</u></p>		<p>Students will discuss key ideas raised in this unit. Elements of debate surrounding religious experiences and strengths and weaknesses of the responses surrounding verification. Students will articulate their understanding of the different beliefs and issues raised within this unit.</p>
<p>Key Question 4: What happens when we die?</p> <p>a) <u>Resurrection</u>: the concept of soul; resurrection of the flesh as expressed in the writings of Augustine; spiritual resurrection</p> <p>b) Different interpretations of <u>judgement</u></p> <p>c) <u>Heaven, hell and purgatory</u> as physical, spiritual or psychological realities</p>		<p>Science – Explanations for visions. Psychology – Explanations for religious experiences.</p>
<p>HALF TERM 4: Normative Ethical Theories & Good conduct and Key moral principles</p> <p>Key Question 1: What are normative ethical theories?</p> <p>a) Deontological: <u>natural moral law</u> and the principle of double effect with reference to Aquinas; proportionalism.</p> <p>b) Teleological: <u>situation ethics</u> with reference to Fletcher.</p> <p>c) Character based: <u>virtue ethics</u> with reference to Aristotle</p>		<p>Jordan A, <i>AQA AS Religious Studies: religion and ethics</i>, Nelson Thornes Aquinas: <i>Summa Theologica</i> Fletcher J, <i>Situation ethics: the new morality</i> Aristotle, <i>Nicomachean ethics</i> John Calvin on predestination Bible: Genesis 1</p>
<p>Key Question 2: What is good moral conduct?</p> <p>a) <u>Justification by works</u>, the view that individuals can earn their way into heaven through ‘good works’.</p> <p>b) <u>Justification by faith</u>. the view that people have to be saved by God—a gift from God that has to be accepted through faith.</p>		<p>Students will complete 4 essays of 700 – 800 words in response to the two key questions. Two essays will be an A01 ‘Explain’ question and two essays will be an A02 ‘Critically Assess’ question.</p>






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<p>c) <u>Predestination</u> with reference to Calvin. Seen by some Christians as the obvious consequence of God’s role as omnipotent creator and controller.</p> <p>Key Question 3: What are the key moral principles in Christianity?</p> <p>a) <u>Sanctity of life</u>: the concept of sanctity of life; different views about its application to issues concerning the embryo and the unborn child; the just war theory and its application to the use of weapons of mass destruction.</p> <p>b) <u>Dominion and stewardship</u>: the belief that Christians have dominion over animals; beliefs about the role of Christians as stewards of animals and the natural environment and how changing understandings of the effects of human activities on the environment have affected that role.</p>		<p>Students will discuss key ideas raised in this unit. Elements of debate surrounding ethical theories and strengths and weaknesses of the theories. Students will also discuss the moral principles, debates surrounding the issues raised will be facilitated.</p>
<p>HALF TERM 5: Application of Natural Moral Law, Virtue Ethics and Situation Ethics and Expression of Religious identity.</p>		<p>Geography – Human impact on the planet Science – Development of a foetus</p>
<p>Key Question 1: How do Normative Ethics help us to make moral decisions?</p> <p>a) Application to the issues of <u>theft and lying</u></p> <p>b) Application to <u>issues of human life and death</u>: embryo research; cloning; ‘designer’ babies abortion, voluntary euthanasia and assisted suicide, capital punishment</p> <p>c) Issues of <u>non-human life and death</u>: use of animals as food; intensive farming, use of animals in scientific procedures; cloning, blood sports, animals as a source of organs for transplants.</p> <p>Key Question 2: How do Christians express their religious identity?</p>		<p>Foot P, <i>The problem of abortion and the doctrine of double effect</i></p> <p>Hursthouse R, <i>Applying virtue ethics to our treatment of other animals</i></p> <p>Article – infant baptism</p> <p>Article – why Baptists do not baptise infants</p> <p>Article – the Lord's supper</p> <p>Article – baptism and the Lord's supper</p> <p>What is communion?</p> <p>Liturgy of the Eucharist</p> <p>Article – what is the sacrament of Holy Eucharist?</p>
<p>a) <u>Baptism</u>: the significance of infant baptism in Christianity with particular reference to the Catholic and Baptist traditions; arguments in favour of and against infant baptism.</p> <p>b) <u>Holy Communion</u>: differing practices associated with Holy Communion, and differing understandings of Holy Communion and its importance, in the Catholic and Baptist Churches; different Christian understandings of the significance of Jesus’ actions at the last supper</p> <p>c) <u>The mission of the Church</u>: developments in Christian ideas of ‘mission’ from the early 20th century to today</p>		<p>Students will complete 6 essays of 300-500 words in response to the two key questions. Three essays applying one of each ethical theory to one of the issues. Three essays explaining how Christians express their religious identity through baptism, Holy Communion and Mission.</p>
		<p>Students will discuss key ideas raised in this unit. Elements of debate surrounding ethical theories applied to the issues in this unit. Students will also discuss the expressions of religious identity and articulate ideas and opinions.,</p>
		<p>Science – Embryotic cloning, use of animals in medical experimentation.</p>
<p>HALF TERM 6: Dialogues</p>		<p>Jordan A, <i>AQA AS Religious Studies: religion and ethics</i>, Nelson Thornes</p>



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<p>Key Question 1: Are the beliefs of Christianity about the nature of God reasonable? Is any belief in a God reasonable?</p> <p>a) Christian beliefs about God taken from the <u>Bible</u>.</p> <p>b) Philosophical <u>arguments for the existence of God</u> are reasonable.</p> <p>c) <u>Religious experiences</u> seem to support existence of a God of Christian belief.</p>		Students will write 3 x 1000 word essays in response to each of the dialogues questions.
<p>Key Question 2: how does Christianity approach ethical decision-making? Is it largely deontological, absolute, how useful is it in the 21st century for dealing with moral issues such as those studied at AS?</p> <p>a) Absolute in following the <u>10 commandments</u></p> <p>b) Deontological in moral decisions lead to <u>judgement and outcomes in the afterlife</u>.</p> <p>c) <u>Teachings of Jesus and authority of the Bible</u>.</p>		Students will discuss and articulate their ideas in response to the three key questions.
<p>Key Question 3: Could Christianity work alongside ethical theories you have studied?</p> <p>a) Natural Moral Law, based on God's created world.</p> <p>b) Situation ethics based on teaching 'love your neighbour'</p> <p>c) Virtue ethics in accordance with Jesus' teachings and actions.</p>		Science – scientific explanations for religious experiences.