



Year Group: 12 (A Level)

This is the plan for the taught curriculum during achievement period: 2 (February half-term to July)

Brief summary of the topic/work being covered during this period

During achievement period 2, students are taught the remainder of the Edexcel Christianity and Philosophy of Religion syllabus. Time is also dedicated to revision for mock examinations towards the end of the year.

Philosophy of Religion:

1. Influences of developments in religious belief: views about life after death across a range of religious traditions, and debates in religion and science.
2. Revision of Philosophy of Religion syllabus.

Christianity

1. Works of Scholars: atonement theory, including soteriology and models of atonement, and a comparison of key ideas in the work of Karl Barth and John Hick.
2. Religion and Society: pluralism and diversity, and equality and discrimination (gender).
3. Revision of Christianity syllabus.

Prior knowledge needed for this unit/topic from previous teaching

Edexcel A Level Religious Studies does require any prior knowledge. However, the study of both Catholic Christianity and Philosophy as part of St Mary's Key Stage 4 curriculum will provide a sound foundation for this A Level syllabus.

Rationale for students studying this unit/topic

Rationale for studying this topic

The influences of developments in religious belief unit (Philosophy) enables students to discuss a range of views, which they find both stimulating and challenging. This unit encourages students to consider issues which are still at the forefront of academic discussion, such as the relationship between religion and science. The works of scholars unit (Christianity) involves the study of primary sources (the writings of Karl Barth and John Hick), providing an invaluable opportunity for students to evaluate the ideas of these key thinkers for themselves first hand. The religion and society unit covers topics of modern relevance, such as pluralism and diversity.

Rationale for timing of these topics

The subject content covered in this achievement period constitutes, for the most part, new material for students. It is, therefore, appropriate to study these topics in the second half of Year 12, by which time students have had the opportunity to develop the study and examination skills required at A level. In addition, there is a significant amount of subject content which students are required to know, understand, and apply to examination questions at the end of Year 13. Therefore, revising content and applying it to examination questions is of vital importance during this second achievement period in preparation for Year 12 mock examinations.

Key concepts/ideas that are taught to students in this unit/topic, including any anticipated gaps in knowledge and plan to overcome these

Any students who have not covered Catholic Christianity and Philosophy of Religion at Key Stage 4 will be not be disadvantaged. The provision of a booklet with key words, lesson content and example examination questions/answers will prove particularly useful to such students.

Substantive Knowledge

- To explore views about life after death across a range of religious traditions, including: immortality of the soul, rebirth, reincarnation, replica theory (J Hick), and resurrection.
- To understand the debate surrounding monism and dualism, with reference to Plato and Aristotle.
- To consider evidence for life after death, including near death experiences.
- To understand Religion and Science debates and their significance for Philosophy of Religion, including methodologies, creation themes and scientific cosmologies. With reference to C Darwin and R Dawkins.
- To explore Atonement theory, including soteriology and models of atonement: sacrifice, victory, substitution and moral exemplar. With reference to the ideas of Anselm and G Aulén.
- To compare K Barth's work on Jesus' death as a substitution for sinful humanity with J Hick's work on the role of Jesus as a moral exemplar.
- To explore issues surrounding pluralism and diversity, including the sociological reality of multicultural societies, modern Christian thought on other religions, and the impact of the Ecumenical movement. With reference to K Rahner and J Hick.

- To study the concept of equality in Christianity, including the debates about the role of women in the ministry of the Church and its relationship with equality debates in society.
- To revise content from achievement period 1 (see Year 12 curriculum plan for achievement period 1 for details).

Disciplinary Knowledge

By the end of each unit, students will be able to think critically and creatively about what they have studied.

To respond by reflecting and considering different views. To make connections between sources and beliefs and the way these find expression in the world.

New key terminology students will be taught during this topic/unit

Philosophy of religion

Tier 3 Vocabulary - Monism, materialism, dualism, immortality of the soul, resurrection, replica theory, rebirth, reincarnation, near death experiences, déjà vu, cosmology, hypothesis, steady state, intelligent design and irreducible complexity, creationism, cosmological constant, evolution, Gaia hypothesis.

Christianity

Tier 3 Vocabulary - atonement, soteriology, sacrifice, victory, substitution, moral exemplar, interfaith dialogue, particularism, inclusivism and pluralism, Ecumenical Movement.

Plan for Assessment

- Students will be assessed regularly in both classwork and homework tasks, with a focus on developing the skills required to answer examination questions effectively.
- Students will also be assessed in examination conditions. All such assessments will follow the format of a final A Level examination paper. Continuing the cumulative approach to assessment from achievement period 1, students will be assessed in March/April on units 1-5 in both Christianity and Ethics. Towards the end of the year, they will sit mock examinations: they will complete full papers for both Philosophy and Christianity. All assessments will include questions from sample/past examination papers or, where this is not possible for a particular topic, from questions designed by the department to match the phrasing and structure of actual examination questions.
- All assessments will be marked according to a central mark scheme. Students will be provided with written and whole class feedback, and will set individual targets for improvement. Results will be monitored by the HOD/DHOD via a centralised spreadsheet, with retests/ interventions being used as appropriate.