

# HIGHFIELDS SCHOOL

OVERVIEW - SCHEME OF WORK 2019-2020



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**SUBJECT: A LEVEL RELIGIOUS STUDIES**

**EXAMINATION BOARD: OCR**

AUTUMN TERM - YEAR 12	SPRING TERM - YEAR 12	SUMMER TERM - YEAR 12
<p><b>Philosophy of Religion:</b> Concepts and issues in the philosophy of religion through the works of key thinkers.</p> <p><b>1. Ancient philosophical influences</b> <b>The philosophical views of Plato</b>, in relation to: understanding of reality, the Forms, the analogy of the cave, <b>The philosophical views of Aristotle</b>, in relation to: understanding of reality, the four causes, the Prime Mover <b>Soul, mind and body</b> The philosophical language of soul, mind and body in the thinking of Plato and Aristotle. Metaphysics of consciousness, including: substance dualism and materialism.</p> <p><b>2. The Existence of God</b> Learners will study contrasting arguments about the existence or non-existence of God <b>Arguments based on observation</b> • the teleological argument • the cosmological argument • challenges to arguments from observation <b>Arguments based on reason</b> • the ontological argument</p>	<p><b>Kantian Ethics</b> Kantian ethics, including: duty, the hypothetical imperative, the categorical, imperative and its three formulations the three postulates.</p> <p><b>Utilitarianism</b> Utilitarianism, including: utility, the hedonic calculus, act utilitarianism and rule utilitarianism.</p> <p><b>2. Applied Ethics</b> The application of ethical theory, including religious ethical perspectives, to two issues of importance.</p> <p><b>Euthanasia</b> Key ideas, including: sanctity of life, quality of life, voluntary euthanasia and non-voluntary euthanasia.</p> <p><b>Business Ethics</b> Key ideas, including: corporate social responsibility whistle-blowing good ethics is good business globalisation.</p>	<p><b>3. Living</b> The diversity of ethics and practice, including those that shape and express religious identity, the role of the community of believers and key moral principles.</p> <p><b>Christian moral principles</b></p> <ul style="list-style-type: none"> <li>• The diversity of Christian moral reasoning and practices and sources of ethics, including: the Bible as the only authority for Christian ethical practices. Bible, Church and reason as the sources of Christian ethical practices love (agape) as the only Christian ethical principle which governs Christian practices.</li> </ul>
<p><b>3. God and the World</b> The nature and influence of religious experience, and the challenge posed to religious belief by the problems of evil and suffering.</p> <p><b>Religious experience:</b> the nature and influence of religious experience, including: mystical experience, conversion experience, different ways in which individual religious experiences can be understood.</p> <p><b>The problem of evil:</b> the problem of evil and suffering: different presentations, theodicies that propose some justification or reason for divine action or inaction in the face of evil.</p> <p><b>Religion and Ethics:</b></p> <p><b>1. Normative Ethical Theories: Religious Approaches</b> Two normative ethical theories taking a religious approach to moral decision-making <b>Natural Law:</b> Aquinas' natural law, including: telos, the four tiers of law, the precepts. <b>Situation Ethics:</b> Fletcher's situation ethics, including: agape, the six propositions, the four working principles</p>	<p><b>Developments in religious thought:</b></p> <p><b>1. Insight</b> Beliefs, teachings and ideas about human life, the world and ultimate reality <b>Augustine's Teaching on Human Nature</b> Human relationships pre- and post-Fall Original Sin and its effects on the will and human societies God's grace <b>Death and the Afterlife</b> Christian teaching on: heaven, hell, purgatory and election.</p> <p><b>2. Foundations</b> The origins and development of Christianity, and the sources of wisdom on which it is based.</p> <p><b>Knowledge of God's Existence</b> Natural knowledge of God's existence: as an innate human sense of the divine as seen in the order of creation. Revealed knowledge of God's existence: through faith and God's Grace revealed knowledge of God in Jesus Christ.</p> <p><b>The person of Jesus Christ</b> Jesus Christ's authority as: the Son of God a teacher of wisdom a liberator.</p>	<p><b>Christian moral action</b></p> <ul style="list-style-type: none"> <li>• The teaching and example of Dietrich Bonhoeffer on: duty to God and duty to the State Church as community and source of spiritual discipline, the cost of discipleship.</li> </ul> <p style="text-align: center;"><b>Summer Examinations</b></p>
<p><b>ASSESSMENT</b> Past examination questions (revision pack)</p>	<p><b>ASSESSMENT</b> Past examination questions (revision pack)</p>	<p><b>ASSESSMENT</b> Past examination questions (revision pack)</p>

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AUTUMN TERM - YEAR 13	SPRING TERM - YEAR 13	SUMMER TERM - YEAR 13
<p><b>Philosophy of Religion:</b> Concepts and issues in the philosophy of religion through the works of key thinkers.</p> <p><b>4. Theological and Philosophical Developments (Nature of God)</b> Learners will examine how philosophy of religion has, over time, influenced and been influenced by developments in religious beliefs about the nature of God. Developments in the understanding of: omnipotence, omniscience, (omni)benevolence, eternity &amp; free will.</p> <p><b>5. Religious Language:</b> Negative, Analogical or Symbolic Learners will study different views about the understanding of religious teachings, and compare the significant ideas presented in works of two key scholars. the apophatic way – the via negative, cataphatic way – the via positive and symbol.</p> <p><b>6. Religious Language: Twentieth Century Perspectives</b> Learners will study how views of religious language have changed over time, studying a variety of approaches and views logical positivism, Wittgenstein's views on language games and forms of life, discussion about the factual quality of religious language in the falsification symposium.</p>	<p>Synderesis (inner principle directing a person towards good and away from evil), conscientia (a person's reason making moral judgements), vincible ignorance (lack of knowledge for which a person is responsible) and invincible ignorance (lack of knowledge for which a person is not responsible)</p> <p><b>Freud's psychological approach</b> details of this approach, including: psychosexual development (early childhood awareness of libido), id (instinctive impulses that seek satisfaction in pleasure), ego (mediates between the id and the demands of social interaction), super-ego (contradicts the id and working on internalised ideals from parents and society tries to make the ego behave morally)</p> <p><b>6. Developments in Ethical Thought Sexual Ethics</b> consideration of the following areas of sexual ethics: premarital and extramarital sex, homosexuality, the influence of developments in religious beliefs and practices on debates about the morality, legality and tolerability of these areas of sexual ethics. Application of the following theories to these areas of sexual ethics: natural law, situation ethics, Kantian ethics and utilitarianism.</p>	<p><b>Gender and theology:</b> The reinterpretation of God by feminist theologians, including: the teaching of Rosemary Radford Ruether and Mary Daly on gender and its implications for the Christian idea of God.</p> <p><b>6. Challenges</b> (Challenges facing religious thought from areas such as science, secularisation, migration, multi-cultural societies and changing gender roles.)</p> <p><b>The Challenge of Secularism:</b> The rise of secularism and secularisation, and the views that: God is an illusion and the result of wish fulfilment, Christianity should play no part in public life.</p> <p><b>Liberation Theology and Marx:</b> The relationship of liberation theology and Marx, including: Marx's teaching on alienation and exploitation liberation theology's use of Marx to analyse social sin liberation theology's teaching on the 'preferential option for the poor'.</p>
<p><b>Religion and Ethics:</b></p> <p><b>4. Ethical Language: Meta-ethics</b> The study of meta-ethical theories and how ethical language in the modern era has changed over time.</p> <p><b>Naturalism</b> what it is (the belief that values can be defined in terms of some natural property in the world) and its application to absolutism.</p> <p><b>Intuitionism</b> what it is (the belief that basic moral truths are indefinable but self-evident) and its application to the term good.</p> <p><b>Emotivism</b> what it is (the belief that ethical terms evince approval or disapproval) and its application to relativism.</p> <p><b>5. Significant Ideas (Conscience)</b> Significant ideas in religious and moral thought, through comparison of the works of two key scholars from the field of religion and ethics.</p> <p><b>Aquinas' theological approach</b> details of this approach, including: ratio (reason placed in every person as a result of being created in the image of God)</p>	<p><b>Developments in religious thought:</b></p> <p><b>4. Pluralism</b> <b>Religious pluralism and theology</b> The teaching of contemporary Christian theology of religion on: <b>exclusivism, inclusivism and pluralism.</b></p> <p><b>Religious pluralism and society</b> the development of contemporary multi-faith societies. Christian responses to, including: responses of Christian communities to inter-faith dialogue the scriptural reasoning movement.</p> <p><b>5. Society (The relationship between religion and society)</b> <b>Gender and society:</b> The effects of changing views of gender and gender roles on Christian thought and practice, including: Christian teaching on the roles of men and women in the family and society, Christian responses to contemporary secular views about the roles of men and women in the family and society.</p>	<p>Revision of Year 1 content from: <b>Philosophy of Religion, Religion and Ethics, and Developments in Religious thought.</b></p> <p style="text-align: center;"><b>Summer Examinations</b></p>
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