

HIGHFIELDS SCHOOL

OVERVIEW - SCHEME OF WORK 2017-2018



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SUBJECT: GCSE RELIGIOUS STUDIES EXAMINATION BOARD: AQA SPEC A

AUTUMN TERM - YEAR 11	SPRING TERM - YEAR 11	SUMMER TERM - YEAR 11
<p>3.2 Component 2: Thematic Studies Religious, philosophical and ethical studies Students must demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • The religious traditions of Great Britain are, in the main, Christian • The religious traditions in Great Britain are diverse. • Students may draw upon Christianity, Buddhism, Hinduism Islam, Judaism and Sikhism, as well as other religions and non-religious beliefs such as atheism and humanism. <p>3.2.1.2. Theme B: religion and life</p> <ul style="list-style-type: none"> • Abortion • Euthanasia • Animal experimentation <p>The origins and value of the universe</p> <ul style="list-style-type: none"> • The origins of the universe, including: • Religious teachings about the origins of the universe and the relationship between scientific views, such as the Big Bang theory, and religious views. • Religious teaching about stewardship, dominion, responsibility, awe and wonder. • The use and abuse of the environment, and animals <p>The origins and value of human life</p> <ul style="list-style-type: none"> • The concepts of sanctity of life and the quality of life. • Abortion, including situations when the mother's life is at risk. • Ethical arguments related to abortion, • Euthanasia 	<p>3.2.1.6 Theme F: Religion, human rights and social justice Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> • Status of women in religion • The uses of wealth • Freedom of religious expression <p>Human rights</p> <ul style="list-style-type: none"> • Prejudice and discrimination in religion and belief, including the status and treatment within religion of women and homosexuals. • Issues of equality and freedom of religious expression. • Human rights and the responsibilities that come with rights • Social justice, racial prejudice and discrimination. • Ethical arguments, including positive discrimination. <p>Wealth and poverty</p> <ul style="list-style-type: none"> • The right attitude to and uses of wealth. • The responsibilities of wealth, including the duty to tackle poverty and its causes. • Exploitation of the poor including issues such as: fair pay, people-trafficking • The responsibilities of those living in poverty to help themselves overcome the difficulties. • Charity, including issues related to giving money to the poor. 	<p>This term is devoted to revision for both papers.</p> <p>Paper1: Study of two religions</p> <p>Paper 2: Religious, philosophical and Ethical Thematic Studies.</p> <p>1 hour 45 minutes each, with a range of A01 and A02 questions</p> <p>NB Due to different time allocations in year 10 and 11, some groups may start year 11 completing the sikhism module from the year 10 sow</p>

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<ul style="list-style-type: none"> Beliefs about death and an afterlife, and their impact on beliefs about the value of human life. <p>3.2.1.5. Theme E: Religion, crime and punishment Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> Corporal punishment Death penalty Forgiveness <p>Religion, crime and the causes of crime</p> <ul style="list-style-type: none"> Reasons for crime. Opposition to an unjust law. Views about people who break the law for these reasons. <p>Religion and punishment</p> <ul style="list-style-type: none"> The aims of punishment, including: <ul style="list-style-type: none"> Retribution, deterrence, reformation The treatment of criminals, including: <ul style="list-style-type: none"> Prison, corporal punishment and community service Forgiveness <p>Ethical arguments related to the death penalty, including those based on the principle of utility and sanctity of life.</p>	<p>3.2.1.4 Theme D: Religion, peace and conflict Students must be able to explain contrasting beliefs on the following three issues with reference to the main religious tradition in Britain (Christianity) and one or more other religious traditions:</p> <ul style="list-style-type: none"> Violence, weapons of mass destruction Pacifism, terrorism and war The meaning and significance of: <ul style="list-style-type: none"> Peace, justice, forgiveness, reconciliation Reasons for war, including greed, self-defence and retaliation The just war theory, including the criteria Holy war <p>Religion and belief in 21st century conflict</p> <ul style="list-style-type: none"> Religion and belief as a cause of war and violence in the contemporary world. Nuclear weapons, including nuclear deterrence. The use of weapons of mass destruction Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching. Religious responses to the victims of war including the work of one present day religious organisation. 	
<p>ASSESSMENT Specimen questions will be used as standard Assessment Tests at regular intervals. Exemplar Material from AQA will used.</p>	<p>ASSESSMENT Specimen questions will be used as standard Assessment Tests at regular intervals. Exemplar Material from AQA will used.</p>	<p>ASSESSMENT Two summer examination in May, both 1 hour 45 minutes in length.</p>