

AQA RELIGIOUS STUDIES A COMPONANT 2	Autumn 1 – September/October 36 Lessons	Autumn 2- November/December 28 Lessons	Spring 1- January/February 38 Lessons	Spring 2- March/April 27 Lessons	Summer 1- May/June 26 lessons	Summer 2- July 15 lessons
<p>Content- WHAT will be learned? What previous learning can be linked? Why this order/sequence?</p>	<p>Overarching Question: Are we truly free to make moral choices and what influences the choices we make?</p> <p>Topic 1 – Review of summer holiday work on the soul, dualism and Monism</p> <p>Topic 2- Freewill and Determinism: are we free to make moral decisions?</p> <p>Topic 3- Introduction to Moral reasoning: Meta-ethics, what influences our sense of moral right and wrong?</p>	<p>Topic 4 – Meta ethics continued: critical analysis of Divine command theory, Casuistry and Manualism</p> <p>Topic 5– Virtue Ethics: an analysis of Aristotle's teleological approach to a moral society based on Eudaemonia</p>	<p>Overarching Question: Does moral theory help us make good moral choices?</p> <p>Topic 6 – Natural Moral Law: an analysis of Aquinas' deontological approach to a Christian based moral society, based on duty to serving God</p> <p>Topic 7- Situation Ethics: an analysis of Joseph Fletcher's consequentialist approach based upon the outcomes of a moral issue rather than the rules society has taken to achieve an outcome</p>	<p>Topic 8- Applied ethics: applying the three moral theories to dilemmas such as; stealing, lying, murder, war, gender issues, sexuality and bioethics</p> <p>Topic 9 - Comparative Ethics: a study of Jeremy Bentham & Utilitarianism and Immanuel Kant's Categorical Imperatives</p>	<p>Overarching Question: How would Christianity defend its position in the face of many contending moral theories and decision making?</p> <p>Topic 10 – Dialogues: planning out the Christian response to philosophies and ethics which challenge its traditional position on Gender, Sexuality, Bioethics, Interfaith and Pluralism, Secularisation and Science</p> <p>Topic 11 – Revision sessions</p>	<p>Examinations</p>
<p>Skills- What will be developed?</p>	<p>AO1 SKILLS- FACTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS</p> <ul style="list-style-type: none"> -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and moral ideas 	<p>AO1 SKILLS- FACTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS</p> <ul style="list-style-type: none"> -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and moral ideas 	<p>AO1 SKILLS- FACTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS</p> <ul style="list-style-type: none"> -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and moral ideas 	<p>AO1 SKILLS- FACTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> -scholars -bodies of work -quotable references -philosophical knowledge -key concepts -philosophical language <p>AO2 SKILLS- ANALYSIS AND INTERPRETATION OF PHILOSOPHICAL CONCEPTS</p> <ul style="list-style-type: none"> -identify concepts -analysis of concepts -evaluation of concepts -comparison of religious thought and Moral ideas 	<p>AO3 – DIALOGUES:</p> <ul style="list-style-type: none"> -Essay writing skills -bringing factual knowledge together and critiquing it with opposing opinions -ability to connect knowledge across the two components -ability to show comparisons -ability to develop an argument - ability to evaluate two sides of a debate and arrive at their own conclusion 	
<p>Key 'How'/'Why' Questions- What powerful knowledge will be gained? What areas/themes/concepts will be explored?</p>	<ul style="list-style-type: none"> • What is the soul and are NDE's sufficient evidence for it? • How would a monist view the soul in comparison to a substance duellist? • How would Rene Descartes defend the soul? 	<ul style="list-style-type: none"> • What is Divine Command Theory (DCT) • Why do some Christians consider DCT to be the best type of moral decision making? • What Criticisms are levelled at DCT 	<ul style="list-style-type: none"> • What at the laws of the universe according to Aquinas? • Explain the Primary & secondary Precepts put forwards by Aquinas 	<ul style="list-style-type: none"> • How would each of the three ethical theories respond to the moral dilemmas of stealing, lying, murder, war, gender issues, sexuality and bioethics? 	<ul style="list-style-type: none"> • Plan a response to the challenge of verification from a Christian perspective • Plan a response to the religious experiences are not real from a Christian perspective 	

	<ul style="list-style-type: none"> • What did Gilbert Riley say about the soul? • What power does the individual have to choose and what moral responsibility do we have with our choices? • What is determinism in comparison to libertarianism and compatibilism? • What is G.E. Moore's position on our ability to make moral decisions? 	<ul style="list-style-type: none"> • Plato recalls a teaching of Socrates, known as the Euthyphro dilemma, two issues does it rise about DCT? • How does the Magisterium work and how is manualism used by the Catholic Church? • Why are the Catholic church accused of casuistry? • Explain what Aristotle wrote about the Virtues • What are the virtues according to Aristotle? • What is the golden mean and how does this help us obtain Eudaemonia? • Can virtue ethics be applied as a moral guide today? • What are the strengths and weaknesses of virtues ethics? • How well does virtue ethics stand up to the challenge of bioethics/ war/ gender issues? 	<ul style="list-style-type: none"> • How is NML used by the Catholic church today? • What are the strengths and weaknesses of NML? • How well does NML stand up to the challenge of bioethics/ war/ gender issues? • What are the basic principles of Situation Ethics? • What does Fletcher mean by 'agapeic calculus'? • What are the strengths and weaknesses of Situation Ethics? • How well does Situation Ethics stand up to the challenge of bioethics/ war/ gender issues? 	<ul style="list-style-type: none"> • What was Immanuel Kant's approach to ethics? • Why is Kant considered deontological? • What does Kant mean by the term categorical Imperative? • What is the summum bonum? • What does the term Kingdom Ethics mean? • What are the strengths and weaknesses of the categorical imperative? • Are the categorical imperatives compatible with Christianity? • Why is Bentham's Utilitarianism considered teleological in nature? • How is the hedonic calculus used to consider the greater good by Bentham? • What are the strengths and weaknesses of Act Utilitarianism? • is Utilitarianism compatible with Christianity? 	<ul style="list-style-type: none"> • Plan a response to the soul does not continue after death from a Christian perspective • Plan a response to there is no proof of God from a Christian perspective • Plan a response to the problem of evil cannot be solved from a Christian perspective • Plan a response to science has all the answers today from a Christian perspective • Plan a response to Homosexuality is an expectable way of life from a Christian perspective • Plan a response to woman are marginalised in the church from a Christian perspective • Plan a response to pluralism weakness the Christian faith from a Christian perspective • Plan a response to utilitarianism replaces Christian morality from a Christian perspective • Plan a response to the Kant is compatible to Christianity from a Christian perspective 	
<p>SEND- how will support be seen? Seating plans? Simplified questions?</p>	<p>On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs</p>	<p>On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs</p>	<p>On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs</p>	<p>On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs</p>	<p>On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs</p>	<p>On a case-by-case bases to help and support the individual students needs Resources can be adapted to suit needs</p>

<p>Assessment- What? Why?</p>	<p>Component 2: requires students to be able to demonstrate good AO1 factual knowledge and understanding of the philosophy of religion. Component 2: requires students to be able to demonstrate good AO2 analytical understanding of the philosophy of religion, the ability to critically evaluate a philosophical viewpoint.</p> <p>Assessment 1: key concepts test on the soul</p> <p>Assessment 2: written response, exam practice question: ‘Examine the meaning of Substance Dualism’ (10marks)</p> <p>‘Examine Libertarianism’ (10 marks)</p> <p>Assessment 3: essay question ‘Free will does not exist’ discuss (15 marks)</p>	<p>Assessment 4: key concepts test on Meta ethics</p> <p>Assessment 5: written response, exam practice question: ‘Examine DCT as a source of moral conscience’ (10 marks)</p> <p>Assessment 6: essay question: ‘Virtue Ethics cannot agree with designer babies’ - discuss (15 MARKS)</p> <p>(YR13 MOCK EXAM 1)</p>	<p>Assessment 7: NML key concepts test</p> <p>Assessment 8: exam practice question: ‘Examine the Primary Precepts’ (10 marks)</p> <p>Assessment 9: essay question; ‘Natural moral law supports abortion’ discuss (15 marks)</p> <p>Assessment 10: Situation Ethics key concepts test</p> <p>Assessment 11: Essay Question: ‘Situation Ethics is compatible with war’ discuss (15 marks)</p>	<p>Assessment 12: Moral dilemmas key concepts test</p> <p>Assessment 13: exam practice question: Examine Kant’s Categorical imperatives’ (10 marks)</p> <p>Assessment 14: essay question; ‘The Greater Good is the only thing to consider as moral in today’s society’ discuss (15 marks)</p> <p>(YR13 MOCK EXAM 2)</p>	<p>Component 2: requires students to be able to demonstrate good AO3 ability to write a dialogue between Christianity and philosophy</p> <p>*Revision by preparing plans for each dialogue topics</p>	
<p>What memory for learning skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>*Scaffolding approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 10-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 10-mark answers used to make improvements</p> <p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Knowledge retrieval of key concepts through testing</p> <p>* Scaffolding of approach to exam practice questions</p> <p>*Sharing of quality written answers</p> <p>*Model 10-mark answers used to make improvements</p> <p>*Model 15-mark answers used to make improvements</p> <p>*Exam board mark scheme</p> <p>*Comprehension of pre-reading materials through discussion</p> <p>*Homework Quizzes</p>	<p>*Planning and preparing dialogues on all philosophical, ethical and Christian topics</p>	
<p>Literacy- reading, extended accurate writing and oracy opportunities</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on</p>	<p>Each student is given a ‘pre-reader’ - a booklet which contains a brief overview on</p>	<p>Dialogues preparing dialogue plans for each topic covered in component one</p>	

	<p>Continuation of the soul. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Moral Conscience and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>15-mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Ethical Theories and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark and 15 mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>Kant and Bentham and their philosophy. The aim is to come to lessons with some initial understanding of the concept. This is set as homework/self-study</p> <p>10-mark and 15 mark written question will be set to ensure quality learning is taking place.</p> <p>Class dialogues are a required processes and tool for understanding philosophy.</p>	<p>and two. Planning uses a departmental template which scaffolds the planed responses and fine tunes the language used.</p>	
Numeracy/computing skills	The RE Department have a suit of 15 laptops which are used by the student for research and independent study	The RE Department have a suit of 15 laptops which are used by the student for research and independent study	The RE Department have a suit of 15 laptops which are used by the student for research and independent study	The RE Department have a suit of 15 laptops which are used by the student for research and independent study	The RE Department have a suit of 15 laptops which are used by the student for research and independent study	
Character development	Developing the skills needed to be able to critically analyse a concept or theory, be able to recognise the philosophical approach taken and be able to evaluate claims on life after death Developing analysis skills	Developing the skills needed to be able to critically analyse a concept or theory, be able to recognise the philosophical approach taken and be able to evaluate moral claims Developing analysis skills	Use the skills learnt in Autumn term and be able to apply these to critically evaluate of the three ethical theories in moral decision making Developing evaluation skills	Use the skills learnt in Autumn term and be able to apply these to critically evaluate of the three ethical theories in moral decision making Developing evaluation skills	To take a moral position on each of the moral issues covered in ethics: -Abortion -Genetic testing -Designer babies -treatment of animals -war -transgender issues	
Equality/Diversity opportunities	Understanding the diversity of opinion within society surrounding the issue of death and the continuance of life after death	Understanding the diversity of opinion when it comes to moral claims of right and wrong. Understanding the nature of slavery in ancient times (Virtue ethics) and how some people can justify any controversial viewpoint when elegantly and persuasively argued	Understanding the diversity of opinion when it comes to views on the sanctity of life, abortion, women’s rights, gay rights, trans rights and the emotive subjects of stem cell research and designer babies using human tissues. Developing thoughts on the rights and equality given to the human foetus	Understanding the right of religious people to protest and put forward their moral assertions based upon the teachings of the bible, versus the right of atheists and humanist to assert their moral truth without reference to pleasing a ‘higher power’.	Understanding that all people have a right and freedom to express themselves under the Universal declaration of human rights and that all people have an equal right to take a position on the issues of: -Abortion -Genetic testing -Designer babies -treatment of animals -war -transgender issues	
Homework/Independent learning	Homework is set using the Pre-readers and various	Homework is set using the Pre-readers and various	Homework is set using the Pre-readers and various	Homework is set using the Pre-readers and various	Homework will be to revise continue using planners, notes, pre-readers and	

	pages of reading are set each week. Set using satchel	pages of reading are set each week. Set using satchel	pages of reading are set each week. Set using satchel	pages of reading are set each week. Set using satchel	essays written over the course	
CIAG coverage/links	Trip to Essex University Philosophy department for taster session. Focus on the course which RE can be a benefit to at Uni	Philo Sophon held at Copleston High school, where the yr12/13 host a philosophy competition for the yr6 students in our trust primary schools	Links to medical ethics and the work of genetics Work of a parish priest	Links to the police and law, the RSPCA and medical profession	Links to the police and law, the RSPCA and medical profession	