

## Religious Studies A LEVEL – OCR

OCR's A Level in Religious Studies has been designed to provide a **coherent and thought-provoking** programme of study for both teachers and learners, whilst also acting as a rigorous course of study which prepares learners for progression to Higher Education. This qualification is designed to develop a **greater understanding and appreciation of religious beliefs and teachings**, as well as the **disciplines of ethics and philosophy of religion**.

Learners will develop their skills of **critical analysis** in order to construct balanced, informed arguments and responses to religious, philosophical and ethical ideas. OCR's A Level Religious Studies course aims to engage learners thoroughly and develop an interest in Religious Studies which **extends beyond the classroom and can be applied to the world around them**.

The units are taught so they build on previous knowledge and allows all units to support and interleave with others

## AIMS

OCR's A Level in Religious Studies will

- encourage learners to **develop their interest in a rigorous** study of **religion** and belief and relate it to the **wider world**
- develop **knowledge and understanding** appropriate to a specialist study of religion
- develop an understanding and appreciation of **religious thought and its contribution to individuals, communities and societies**
- adopt an **enquiring, critical and reflective** approach to the study of religion
- reflect on and develop **their own values, opinions and attitudes** in the light of their study

Year / term	Unit of work:	Assessment
12 Autumn	<p><b>Philosophy of religion Learners will study:</b> • ancient philosophical influences • the nature of the soul, mind and body • arguments about the existence or non-existence of God • the nature and impact of religious experience • the challenges for religious belief of the problem of evil</p> <p><b>Religion and ethics Learners will study:</b> • normative ethical theories • the application of ethical theory to two contemporary issues of importance – natural law, situation ethics, Kantian ethics, utilitarianism</p> <p><b>Subject specific language</b> taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. 40%</p> <p>AO2 - Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. 60%</p> <p><b>The above is assessed through essays throughout the teaching of each unit and end of unit.</b></p> <p><b>Core knowledge tests</b></p>
<b>Super Curricular</b>	<p><b>Existence of God:</b> Read Chapter 1 of <i>The God Delusion</i> by Richard Dawkins Read Plato's Republic <b>Aquinas:</b> Online research - Visit the Stanford Encyclopaedia of Philosophy and read chapter 1 of the section on Aquinas <b>Natural law:</b> Online research on peped.com Matter And Mind   Markus Gabriel, Ray Brassier, Eva Jablonka <b>Religious Experience:</b> Watch The Stanford Prison Experiment: <a href="https://www.youtube.com/watch?v=760lwYmpXbc">https://www.youtube.com/watch?v=760lwYmpXbc</a></p>	

Year / term	Unit of work	Assessment
12 Spring	<p><b>Philosophy of religion Learners will study:</b> • the nature and impact of religious experience • the challenges for religious belief of the problem of evil</p> <p><b>Religion and ethics Learners will study:</b> • the application of ethical theory to two contemporary issues of importance – euthanasia, business ethics</p> <p><b>Subject specific language</b> taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. 40%</p> <p>AO2 - Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. 60%</p>

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Super Curricular	<p>Book yourself onto one of Peter Vardy's Candle Conferences</p> <p><b>Christian Moral Principles:</b> Read Chapter 12 of <i>The Puzzle of Christianity</i> by Peter Vardy</p> <p><b>Experience/Miracles:</b> Watch The Toronto Blessing. What, Where, When, Why, Who and How?</p> <p><b>Problem of Evil:</b> Watch this TedEd talk on Why would God allow Tsunamis:</p> <p><b>Body and Soul:</b> Read Chapter 11 of <i>The Selfish Gene</i> by Richard Dawkins</p>	

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12 summer	<p><b>Developments in religious thought Learners will study:</b></p> <p>Augustine and human nature</p> <p>Natural knowledge of God's existence through humanity and creation including: imago dei, beauty, goodness, intellect, design and purpose of nature</p> <p>Christian teaching on heaven, hell and purgatory and the different denominational interpretations</p> <p>The person on Jesus Christ</p> <p>Christian ethics</p> <p>Christian moral principles</p> <p><b>Subject specific language</b> taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. 40%</p> <p>AO2 - Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. 60%</p> <p>The above is assessed through essays throughout the teaching of each unit and end of unit.</p> <p>Core knowledge tests</p>

<b>Super Curricular</b>	<p>Look at the upcoming talks at Cambridge University and attend one of interest</p> <p>Plan a visit to St Albans Cathedral and keep up to date on their lectures and events</p> <p><b>The Person Jesus:</b> Read Chapter 3 of <i>The Puzzle of Christianity</i> by Peter Vardy</p>
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13 Autumn	<p><b>Philosophy of religion Learners will study:</b> ideas about the nature of God • issues in religious language.</p> <p><b>Religion and ethics Learners will study:</b> ethical language and thought • debates surrounding the significant idea of conscience • sexual ethics and the influence on ethical thought of developments in religious beliefs.</p> <p><b>Subject specific language</b> taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. 40%</p> <p>AO2 - Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. 60%</p> <p><b>The above is assessed through essays throughout the teaching of each unit and end of unit.</b></p> <p><b>Core knowledge tests</b></p>
<b>Super Curricular</b>	<p><b>Religious Language:</b> Watch the TedTalk on How Languages Evolve</p> <p><b>Conscience:</b> Online research on peped.com - For an introductory lesson, listen to a lecture about Abu Ghraib prison and how good people “turn evil”: <a href="http://www.ted.com/talks/lang/en_g/philip_zimbardo_on_the_psyc_hology_of_evil.html">http://www.ted.com/talks/lang/en_g/philip_zimbardo_on_the_psyc_hology_of_evil.html</a></p> <p><b>Sexual Ethics:</b> Listen to any of the podcast on LGBT <a href="https://player.fm/featured/lgbt">https://player.fm/featured/lgbt</a></p> <p><b>Ethical Behaviour:</b> Listen to the following podcast on morality and humour <a href="http://traffic.libsyn.com/philosophybites/Noel_Carroll_on_Humour_and_Morality.mp3">http://traffic.libsyn.com/philosophybites/Noel_Carroll_on_Humour_and_Morality.mp3</a></p> <p>Read Peter Vardy’s <i>The Puzzle of Sex</i> OR <i>The Puzzle of Ethics</i></p>	



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13 Spring	<p><b>Developments in religious thought Learners will study:</b>  Pluralism and theology, Pluralism and society,  Gender and society, gender and theology  Challenge of secularisation  Liberation theology and Marxism</p> <p><b>Subject specific language</b> taught through lessons, on line quizzing and to be used in assessment, reading of set texts and articles as pairs, groups and class</p>	<p>AO1 - Demonstrate knowledge and understanding of religion and belief, including: • religious, philosophical and/or ethical thought and teaching • influence of beliefs, teachings and practices on individuals, communities and societies • cause and significance of similarities and differences in belief, teaching and practice • approaches to the study of religion and belief. 40%</p> <p>AO2 - Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. 60%</p> <p><b>The above is assessed through essays throughout the teaching of each unit and end of unit.</b>  <b>Core knowledge tests</b></p>
Super Curricular	<p><b>Women and the Church:</b> Read Chapter 13 of <i>Bible Matters</i> by Peter and Charlotte Vardy  Everything We Know Is Wrong   Lawrence Krauss, Kenneth Cukier, Steve Fuller</p>	