

Roundwood Park School



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>Philosophy of religion Learners will study:</p> <ul style="list-style-type: none"> • 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>Religion and ethics Learners will study:</p> <ul style="list-style-type: none"> • normative ethical theories • the application of ethical theory to two contemporary issues of importance – natural law, situation ethics, Kantian ethics, utilitarianism <p>Subject specific language 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:</p> <ul style="list-style-type: none"> • 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>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>
Super Curricular	<p>Existence of God: Read Chapter 1 of <i>The God Delusion</i> by Richard Dawkins Read Plato's Republic</p> <p>Aquinas: Online research - Visit the Stanford Encyclopaedia of Philosophy and read chapter 1 of the section on Aquinas</p> <p>Natural law: Online research on paped.com Matter and Mind Markus Gabriel, Ray Brassier, Eva Jablonka</p> <p>Religious Experience: Watch The Stanford Prison Experiment: https://www.youtube.com/watch?v=760lwYmpXbc</p>	

Year / term	Unit of work	Assessment
12 Spring	<p>Philosophy of religion Learners will study:</p> <ul style="list-style-type: none"> • the nature and impact of religious experience • the challenges for religious belief of the problem of evil <p>Religion and ethics Learners will study:</p> <ul style="list-style-type: none"> • the application of ethical theory to two contemporary issues of importance – euthanasia, business ethics <p>Subject specific language 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:</p> <ul style="list-style-type: none"> • 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>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>

Super Curricular	<p>Book yourself onto one of Peter Vardy's Candle Conferences</p> <p>Christian Moral Principles: Read Chapter 12 of <i>The Puzzle of Christianity</i> by Peter Vardy</p> <p>Experience/Miracles: Watch The Toronto Blessing. What, Where, When, Why, Who and How?</p> <p>Problem of Evil: Watch this TedEd talk on Why would God allow Tsunamis:</p> <p>Body and Soul: Read Chapter 11 of <i>The Selfish Gene</i> by Richard Dawkins</p>
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12 summer	<p>Developments in religious thought Learners will study:</p> <p>Augustine and human nature</p> <p>Natural knowledge of God's existence though 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>Subject specific language 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:</p> <ul style="list-style-type: none"> 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>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>
Super Curricular	<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>The Person Jesus: Read Chapter 3 of <i>The Puzzle of Christianity</i> by Peter Vardy</p>	

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13 Autumn	<p>Philosophy of religion Learners will study:</p> <p>ideas about the nature of God</p> <ul style="list-style-type: none"> issues in religious language. <p>Religion and ethics Learners will study:</p> <p>ethical language and thought</p> <ul style="list-style-type: none"> debates surrounding the significant idea of conscience sexual ethics and the influence on ethical thought of developments in religious beliefs. <p>Subject specific language 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:</p> <ul style="list-style-type: none"> 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>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>

Super Curricular	<p>Religious Language: Watch the TedTalk on How Languages Evolve</p> <p>Conscience: Online research on peped.com - For an introductory lesson, listen to a lecture about Abu Ghraib prison and how good people “turn evil”: http://www.ted.com/talks/lang/en_g/philip_zimbardo_on_the_psyc_hology_of_evil.html</p> <p>Sexual Ethics: Listen to any of the podcast on LGBT https://player.fm/featured/lgbt</p> <p>Ethical Behaviour: Listen to the following podcast on morality and humour http://traffic.libsyn.com/philosophybites/Noel_Carroll_on_Humour_and_Morality.mp3</p> <p>Read Peter Vardy’s The Puzzle of Sex OR The Puzzle of Ethics</p>
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Year / term	Unit of work	Assessment
13 Spring	<p>Developments in religious thought Learners will study: Pluralism and theology, Pluralism and society, Gender and society, gender and theology Challenge of secularisation Liberation theology and Marxism</p> <p>Subject specific language 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:</p> <ul style="list-style-type: none"> • 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>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>
Super Curricular	<p>Women and the Church: Read Chapter 13 of <i>Bible Matters</i> by Peter and Charlotte Vardy</p> <p>Everything We Know Is Wrong Lawrence Krauss, Kenneth Cukier, Steve Fuller</p>	