



CARDINAL NEWMAN CATHOLIC SCHOOL

Curriculum Overview Year 12 Religious Studies Component 1 Philosophy of Religion

A learner in Year 12 will know: <i>All Year 1 content of the OCR specification as detailed below</i>			A learner in Year 12 will be able to: write academically and evaluatively using scholarly evidence		
A: Topic/Ancient Philosophical Influences	B: Topic/Theme Soul, mind and body	C: Topic/Theme Arguments based on observation	D: Topic/Theme Arguments based on reason	E: Topic/Theme Religious Experience	F: Topic/Theme The problem of evil
Term 1	I:1: Topics/Themes Philosophical Influences		I:2: Topics/Themes Soul, mind and body *		Autumn % Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p>Knowledge: <i>What will they know in this unit specifically?</i></p> <ul style="list-style-type: none"> • Plato's reliance on reason as opposed to the senses • the nature of the Forms; hierarchy of the Forms • details of the analogy, its purpose and relation to the theory of the Forms • Aristotle's use of teleology • material, formal, efficient and final causes • the nature of Aristotle's Prime Mover and connections between this and the final cause <p>Skills: <i>Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</i></p> <p>Formative Assessment: <i>Transition unit – baseline assessment bridging task</i> <i>Pitstop – 10 knowledge AO1 questions</i> <i>Essay planning x2</i> <i>HW knowledge booklet – short questions</i> <i>Final Topic Essay 40 marks</i></p> <p>End point: <i>what can they do now? Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</i></p>		<p>Knowledge:</p> <ul style="list-style-type: none"> • Plato's view of the soul as the essential and immaterial part of a human, temporarily united with the body • Aristotle's view of the soul as the form of the body; the way the body behaves and lives; something which cannot be separated from the body • the idea that mind and body are distinct substances • Descartes' proposal of material and spiritual substances as a solution to the mind/soul and body problem the idea that mind and consciousness can be fully explained by physical or material interactions • the rejection of a soul as a spiritual substance <p>Skills: <i>Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</i></p> <p>Formative Assessment: <i>Pitstop – 10 knowledge AO1 questions</i> <i>Essay planning x2</i> <i>HW knowledge booklet – short questions</i> <i>Final Topic Essay 40 marks</i></p>		<p>Knowledge coverage: Ancient Philosophical Influences Soul, mind and body</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief</p> <p>AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 2 exam style essay questions to complete both. These are in a statement evaluative style and are worth 40 marks each</p>



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		<p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	
Term 2	<p>2:1 Topics/Themes Arguments based on observation</p> <p>Knowledge: details of this argument including reference to: o Aquinas' Fifth Way o Paley • details of this argument including reference to: o Aquinas' first three ways • details of Hume's criticisms of these arguments for the existence of God from natural religion • the challenge of evolution</p> <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and</p>	<p>2:2: Topics/Themes Arguments based on reason</p> <p>Knowledge: The Ontological Argument - details of this argument including reference to: o Anselm o Gaunilo's criticisms o Kant's criticisms</p> <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Spring % Assessment (ensure differentiated assessment is planned too)</p> <p>Arguments based on observation Arguments based on reason Ancient Philosophical Influences Soul, mind and body</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit at least one of the other topics if not both</p>



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	analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question		
Term 3	3:1: Topics/Themes Religious Experience	3:2: Topics/Themes The problem of evil	Summer % Assessment (ensure differentiated assessment is planned too)
	<p>Knowledge:</p> <ul style="list-style-type: none"> examples of mystical and conversion experiences and views about these, including: views and main conclusions of William James as union with a greater power psychological effect such as illusion the product of a physiological effect <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> including its logical (the inconsistency between divine attributes and the presence of evil) and evidential (the evidence of so much terrible evil in the world) aspects <ul style="list-style-type: none"> Augustine’s use of original perfection and the Fall <ul style="list-style-type: none"> Hick’s reworking of the Irenaean theodicy which gives some purpose to natural evil in enabling human beings to reach divine likeness <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge coverage: All Year 1 Content</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> Religious, philosophical and/or ethical thought and teaching Approaches to the study of religion and belief <p>AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit all 6 topics</p> <p>Grade in Mock exam to assess appropriate intervention for year 13 content</p>