



CARDINAL NEWMAN CATHOLIC SCHOOL

INTENT: Curriculum Overview year 12 Religious Education Component 2 Religious Ethics

A learner in Year 12 will know: All year 1 Content of the OCR specification as detailed below			A learner in Year 12 will be able to: write academically and evaluatively using scholarly evidence.		
A: Topic/Theme: Normative ethics theories: Situation Ethics.	B: Topic/Theme: Normative ethical theories: Religious approaches. Natural Law	C: Topic/Theme: Kantian Ethics	D: Topic/Theme: Normative Ethics theories: Utilitarianism	E: Topic/Theme: Applied Ethics - Euthanasia	F: Topic/Theme: Applied Ethics – business ethics
Term 1	1:1: Topics/Themes Situation Ethics.	1:2: Topics/Themes Natural Law	Autumn % Assessment <i>(ensure differentiated assessment is planned too)</i>		
	<p>Knowledge:</p> <ul style="list-style-type: none"> whether or not situation ethics provides a helpful method of moral decision-making whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, agape is best served whether Fletcher's understanding of agape is really religious or whether it means nothing more than wanting the best for the person involved in a given situation whether or not the rejection of absolute rules by situation ethics makes moral decision-making entirely individualistic and subjective <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.</p> <p>Formative Assessment: Transition unit – baseline assessment bridging task 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"> whether or not natural law provides a helpful method of moral decision-making whether or not a judgement about something being good, bad, right or wrong can be based on its success or failure in achieving its telos whether or not the universe as a whole is designed with a telos, or human nature has an orientation towards the good whether or not the doctrine of double effect can be used to justify an action, such as killing someone as an act of self-defence <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: Fletcher's Situation Ethics and the application of Natural Law to moral situations.</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: Evaluation of normative ethical theories. 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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Term 2	2:1 Topics/Themes: <u>Kant</u>	2:2: Topics/Themes: <u>Utilitarianism</u>	Spring % Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • whether or not Kantian ethics provides a helpful method of moral decision-making • whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served • whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making • whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making <p><u>Skills:</u> 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><u>Formative Assessment:</u> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><u>End point:</u> 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><u>Knowledge:</u></p> <ul style="list-style-type: none"> • whether or not utilitarianism provides a helpful method of moral decision-making • whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served • whether or not it is possible to measure good or pleasure and then reach a moral decision <p><u>Skills:</u> 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><u>Formative Assessment:</u> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><u>End point:</u> 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><u>Knowledge coverage:</u> Knowledge of Kant's teachings on the Categorical Imperative. The application of both Act and Rule Utilitarianism in understanding moral situations.</p> <p><u>Skills tested:</u> 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 evaluation of normative ethical theories. <p>AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p><u>Assessment style/questions:</u> 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>
Term 3	3:1: Topics/Themes: <u>Euthanasia</u>	3:2: Topics/Themes: <u>Business Ethics</u>	Summer % Assessment (<i>ensure differentiated assessment is planned too</i>)
	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • the application of natural law and situation ethics to euthanasia • whether or not the religious concept of sanctity of life has any meaning in twentyfirst century medical ethics • whether or not a person should or can have complete autonomy over their own life and decisions made about it • whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life 	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • the application of Kantian ethics and utilitarianism to business ethics • whether or not the concept of corporate social responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making profits • whether or not human beings can flourish in the context of capitalism and consumerism • whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business 	<p><u>Knowledge coverage:</u> All Year 1 Content</p> <p><u>Skills tested:</u> 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%)</p>



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<p><u>Skills:</u> 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/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p><u>Formative Assessment:</u> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><u>End point:</u> 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><u>Skills:</u> 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/A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p><u>Formative Assessment:</u> Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p><u>End point:</u> 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>	
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