



CARDINAL NEWMAN CATHOLIC SCHOOL

INTENT: Curriculum Overview year 13 Religious Education Component 1 Philosophy of Religion

A learner in Year 13 will know: All year 1 and 2 Content of the OCR specification as detailed below			A learner in Year 13 will be able to: write academically and evaluatively using scholarly evidence.		
A: Topic/Theme: <u>Theological and Philosophical Developments</u>	B: Topic/Theme: <u>Religious language – Negative, Symbol and Analogy</u>	C: Topic/Theme: <u>Religious Language: 20th Century perspectives</u>	D: Topic/Theme: Year two recap <u>Philosophical Influences, Soul, mind & body Arguments based on 1) Observation and 2) Reason</u>	E: Topic/Theme: <u>Year two recap Religious Experience Problem of Evil</u>	F: Topic/Theme: Road map to the exam
Term 1	1:1: Topics/Themes <u>Nature or attributes of God</u>		1:2: Topics/Themes <u>Religious language – Negative, Symbol and Analogy</u>		Autumn % Assessment <i>(ensure differentiated assessment is planned too)</i>
	<u>Knowledge:</u> Learners will re-examine how philosophy of religion has, over time, influenced and have been influenced by developments in religious beliefs about the nature of God <ul style="list-style-type: none"> • divine power and self-imposed limitation • divine knowledge and its interaction with temporal existence and free will • divine benevolence and just judgement of human actions, including Boethius's argument relating this to divine foreknowledge, eternity and free will • divine eternity and divine action in time, including Anselm's four-dimensionalist approach as an extension of Boethius's view • the extent to which human free will reasonably coexists with these attributes • the above should be studied with reference to alternative possibilities presented by Boethius, Anselm and Swinburne <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		<u>Knowledge:</u> Learners should have the opportunity to discuss issues related to different views of religious language, including: <ul style="list-style-type: none"> • comparison of the usefulness of the above approaches to religious language • whether or not the apophatic way enables effective understanding of theological discussion • whether or not Aquinas' analogical approaches support effective expression of language about God • whether or not religious discourse is comprehensible if religious language is understood as symbolic <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		<u>Knowledge coverage:</u> The philosophical views of Plato, in relation to: o understanding of reality o the Forms o the analogy of the cave <ul style="list-style-type: none"> • the philosophical views of Aristotle, in relation to: o understanding of reality o the four causes o the Prime Mover Issues related to arguments for the existence of God based on reason, including: <ul style="list-style-type: none"> • whether a posteriori or a priori is the more persuasive style of argument • whether or not existence can be treated as a predicate • whether or not the ontological argument justifies belief • whether or not there are logical fallacies in this argument that cannot be overcome <u>Skills tested:</u>



CARDINAL NEWMAN CATHOLIC SCHOOL

	<p>understanding to highlight analysis, demonstrate fluency with A02 skills, accuracy and precision in academic writing and know how to spell key words/terminology. Suggested scholarly views, academic approaches and sources of wisdom and authority Learners will be given credit for referring to any appropriate scholarly views, academic approaches and sources of wisdom and authority, 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 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>writing and know how to spell key words/terminology correctly Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks 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>AO1 (33%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 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 120 marks</p>
Term 2	<p>2:1 Topics/Themes: <u>Religious Language: 20th Century perspectives</u></p>	<p>2:2: Topics/Themes: <u>Philosophical Influences, Soul, mind & body</u> <u>Arguments based on 1) Observation and 2) Reason</u></p>	<p>Spring % Assessment <i>(ensure differentiated assessment is planned too)</i></p>
	<p>Knowledge: Learners should have the opportunity to discuss issues related to different views of religious language, including: • whether or not any version of the verification principle successfully renders religious language as meaningless • whether or not any participant in the falsification symposium presented a convincing approach to the understanding of religious language • a comparison of the ideas of Aquinas and Wittgenstein, including: o whether a cognitive approach (such as Aquinas's thinking on analogy) or a non-cognitive approach</p>	<p>Knowledge: Learners should have the opportunity to discuss issues related to developments in the understanding of the nature of God and the different possibilities presented by the key thinkers, including: • whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes • whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time</p>	<p>FULL MOCK Knowledge coverage: re-examine how philosophy of religion has, over time, influenced and have been influenced by developments in religious beliefs about the nature of God • divine power and self-imposed limitation • divine knowledge and its interaction with temporal existence and free will • divine benevolence and just judgement of human actions, including Boethius's argument relating this to divine foreknowledge, eternity and free will</p>



CARDINAL NEWMAN CATHOLIC SCHOOL

	<p>(such as the language games concept of Wittgenstein) present better ways of making sense of religious language o the influence of non-cognitive approaches on the interpretation of religious texts o how far Aquinas' analogical view of theological language remains valuable in philosophy of religion</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>	<ul style="list-style-type: none"> • whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will • whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation <p><u>Skills:</u> <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>	<ul style="list-style-type: none"> • divine eternity and divine action in time, including Anselm's four-dimensionalist approach as an extension of Boethius's view • the extent to which human free will reasonably coexists with these attributes • the above should be studied with reference to alternative possibilities presented by Boethius, Anselm and Swinburne <p>discuss issues related to different views of religious language, including:</p> <ul style="list-style-type: none"> • comparison of the usefulness of the above approaches to religious language • whether or not the apophatic way enables effective understanding of theological discussion • whether or not Aquinas' analogical approaches support effective expression of language about God • whether or not religious discourse is comprehensible if religious language is understood as symbolic <p>discuss issues related to different views of religious language, including:</p> <ul style="list-style-type: none"> • whether or not any version of the verification principle successfully renders religious language as meaningless • whether or not any participant in the falsification symposium presented a convincing approach to the understanding of religious language • a comparison of the ideas of Aquinas and Wittgenstein, including: o whether a cognitive approach (such as Aquinas's thinking on analogy) or a non-cognitive approach (such as the language games concept of Wittgenstein) present better ways of making sense of religious language o the influence of non-cognitive approaches on the interpretation of religious texts o how far Aquinas' analogical view of theological language remains valuable in philosophy of religion <p>discuss issues related to developments in the understanding of the nature of God and the different possibilities presented by the key thinkers, including:</p>
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CARDINAL NEWMAN CATHOLIC SCHOOL

- whether or not it is possible, or necessary, to resolve the apparent conflicts between divine attributes
- whether Boethius, Anselm or Swinburne provides the most useful understanding of the relationship between divinity and time
- whether or not any of these thinkers are successful in resolving the problems of divine knowledge, benevolence, justice, eternity and human free will
- whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation

Skills tested:

AO1 (/16) (40%)

Demonstrate knowledge and understanding of religion and belief, including:

- Religious, philosophical and/or ethical thought and teaching
- Approaches to 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

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



CARDINAL NEWMAN CATHOLIC SCHOOL

Term 3	3:1: Topics/Themes: Recap year one – Religious Experience Problem of Evil	3:2: Topics/Themes: Roadmap to the exam	Summer % Assessment <i>(ensure differentiated assessment is planned too)</i>
	<p>Knowledge: Learners will have the opportunity to the problem of evil and suffering: o different presentations o theodicies that propose some justification or reason for divine action or inaction in the face of evil.</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 • Augustine’s use of original perfection and the Fall • Hick’s reworking of the Irenaean theodicy which gives some purpose to natural evil in enabling human beings to reach divine likeness •whether or not Augustine’s view of the origins of moral and natural evils is enough to spare God from blame for evils in the world • whether or not the need to create a ‘vale of soul-making’ can justify the existence or extent of evils • which of the logical or evidential aspects of the problem of evil pose the greater challenge to belief • whether or not it is possible to successfully defend monotheism in the face of evil <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/A02 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>Knowledge: Amended in line with mock results, identified GAPS and exam skills</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/A02 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>National examinations</p>



CARDINAL NEWMAN CATHOLIC SCHOOL

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