



CARDINAL NEWMAN CATHOLIC SCHOOL

INTENT: Curriculum Overview year 13 Religious Education Component 3 Content of Developments in Christian thought

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: Religious Pluralism and theology	B: Topic/Theme: Religious pluralism and society	C: Topic/Theme: Gender and society	D: Topic/Theme: Year two recap Gender and theology	E: Topic/Theme: The challenge of secularism	F: Topic/Theme: Liberation theology and Marx
Term 1	1:1: Topics/Themes Religious Pluralism and theology	1:2: Topics/Themes Religious pluralism and society	Autumn % Assessment <i>(ensure differentiated assessment is planned too)</i>		
	Knowledge: Learners should have the opportunity to discuss issues related to religious pluralism and Christian theology of religion, including: <ul style="list-style-type: none"> • whether or not if Christ is the 'truth' there can be any other means of salvation • whether or not a loving God would ultimately deny any human being salvation • whether or not all good people will be saved • whether or not theological pluralism undermines central Christian beliefs 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 AO3 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 AO3 questions	Knowledge: Learners should have the opportunity to discuss issues related to Christian responses to multi-faith societies and inter-faith dialogue, including: <ul style="list-style-type: none"> • whether or not inter-faith dialogue has contributed practically towards social cohesion • whether or not Christian communities should seek to convert people from other faiths • whether or not scriptural reasoning relativises religious beliefs • whether or not Christians should have a mission to those of no faith 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 Formative Assessment: Pitstop – 10 knowledge AO3 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks	Knowledge coverage: <ul style="list-style-type: none"> • whether or not if Christ is the 'truth' there can be any other means of salvation • whether or not a loving God would ultimately deny any human being salvation • whether or not all good people will be saved • whether or not theological pluralism undermines central Christian beliefs • whether or not inter-faith dialogue has contributed practically towards social cohesion • whether or not Christian communities should seek to convert people from other faiths • whether or not scriptural reasoning relativises religious beliefs • whether or not Christians should have a mission to those of no faith Skills tested: AO3 (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		



CARDINAL NEWMAN CATHOLIC SCHOOL

	<p>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>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: <u>Gender and society + Gender and theology</u></p> <p>Knowledge: Learners should have the opportunity to discuss issues related to Christian responses to changing views of gender and gender roles, including:</p> <ul style="list-style-type: none"> • whether or not official Christian teaching should resist current secular views of gender • whether or not secular views of gender equality have undermined Christian gender roles • whether or not motherhood is liberating or restricting • whether or not the idea of family is entirely culturally determined <p>+</p> <ul style="list-style-type: none"> • a comparison of Ruether's and Daly's feminist theologies o sexism and patriarchy in Christianity, as it has developed in the mainstream Churches o whether Christianity can be changed or should be abandoned • whether or not Christianity is essentially sexist • whether or not a male saviour can save women • whether or not only women can develop a genuine spirituality 	<p>2:2: Topics/Themes: <u>The challenge of secularism</u></p> <p>Knowledge: Learners should have the opportunity to discuss issues related to the challenge of secularism, including:</p> <ul style="list-style-type: none"> • whether or not spiritual values are just human values • whether or not there is evidence that Christianity is a major cause of personal and social problems • whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting • whether Christianity is, or should be, a significant contributor to society's culture and values <p>Skills: Formative Assessment: Pitstop – 10 knowledge AO3 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point:</p>	<p>Spring % Assessment <i>(ensure differentiated assessment is planned too)</i></p> <p>FULL MOCK Knowledge coverage:</p> <ul style="list-style-type: none"> • whether or not if Christ is the 'truth' there can be any other means of salvation • whether or not a loving God would ultimately deny any human being salvation • whether or not all good people will be saved • whether or not theological pluralism undermines central Christian beliefs • whether or not inter-faith dialogue has contributed practically towards social cohesion • whether or not Christian communities should seek to convert people from other faiths • whether or not scriptural reasoning relativises religious beliefs • whether or not Christians should have a mission to those of no faith • whether or not official Christian teaching should resist current secular views of gender • whether or not secular views of gender equality have undermined Christian gender roles



CARDINAL NEWMAN CATHOLIC SCHOOL

	<ul style="list-style-type: none"> • whether or not the Christian God can be presented in female terms <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 AO3 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>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 motherhood is liberating or restricting • whether or not the idea of family is entirely culturally determined <p>+</p> <ul style="list-style-type: none"> • a comparison of Ruether's and Daly's feminist theologies o sexism and patriarchy in Christianity, as it has developed in the mainstream Churches o whether Christianity can be changed or should be abandoned • whether or not Christianity is essentially sexist • whether or not a male saviour can save women • whether or not only women can develop a genuine spirituality • whether or not the Christian God can be presented in female terms • whether or not spiritual values are just human values • whether or not there is evidence that Christianity is a major cause of personal and social problems • whether secularism and secularisation are opportunities for Christianity to develop new ways of thinking and acting • whether Christianity is, or should be, a significant contributor to society's culture and values • whether or not Christian theology should engage with atheist secular ideologies • whether or not Christianity tackles social issues more effectively than than Marxism • whether or not liberation theology has engaged with Marxism fully enough • whether or not it is right for Christians to prioritise one group over another <p><u>Skills tested:</u> AO3 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including:</p>
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CARDINAL NEWMAN CATHOLIC SCHOOL

			<ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching • Approaches to evaluation of normative ethical theories. AO2 (/24) (60%) <p>Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p><u>Assessment style/questions:</u></p> <p>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: Recap year one – <u>Liberation theology and Marx</u> <u>Knowledge:</u> Learners should have the opportunity to discuss issues related to liberation theology and Marx, including: <ul style="list-style-type: none"> • whether or not Christian theology should engage with atheist secular ideologies • whether or not Christianity tackles social issues more effectively than than Marxism • whether or not liberation theology has engaged with Marxism fully enough • whether or not it is right for Christians to prioritise one group over another <u>Skills</u> Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of	3:2: Topics/Themes: Roadmap to the exam <u>Knowledge:</u> Amended in line with mock results, identified GAPS and exam skills <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>Summer % Assessment (<i>ensure differentiated assessment is planned too</i>)</p> <p><u>National examinations</u></p>



CARDINAL NEWMAN CATHOLIC SCHOOL

	<p>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 AO3 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>Formative Assessment:</u> Pitstop – 10 knowledge AO3 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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