

Subject: Religious Studies

Teachers: Mrs Barker & Mr Pointon

Exam Board: AQA

NEWPORT GIRLS' HIGH SCHOOL

KS5 CURRICULUM OVERVIEW

Curriculum Intent & Organisation

The AQA Religious Studies course explores a range of challenging and thought provoking questions about religion, existence, morality and contemporary issues. Students will become familiar with the responses philosophers and religions have made to ultimate questions and are encouraged to form their own response to philosophical and moral questions. During the course students will develop independent, critical and evaluative thinking skills and their ability to construct well-reasoned and structured written arguments. The course is taught by Mrs Barker and Mr Pointon who are subject specialists.

Examination Information

Option subject examined end of Year 13 by two 3 hour examination papers with no coursework

Facilitating Subject?

No

Impact of Prior Learning from KS4

The GCSE religious studies course introduces students to some issues and ideas which are explored more fully at A level. Students will also have begun to develop many of the independent and critical thinking and writing skills which help them to tackle new and more challenging content. Prior to the course, students will complete a summer assignment; this is an opportunity for them to read more challenging and academic texts, introducing them to the demands of A level study. The assignment introduces students to the ideas of rationalism, empiricism and some other key terms and ideas that are relevant to a number of topics.

Equipment Required for this course

- Standard classroom stationery
- Mathematical calculator
- Own lined paper.
- Lever arch file.

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Curriculum Implementation – Areas of Focus Year 12

Autumn Term	Spring Term	Summer Term
<p><u>Philosophy of religion:</u></p> <ul style="list-style-type: none">• Arguments for the existence of God: The Design Argument• Arguments for the existence of God: The Ontological Argument• Arguments for the existence of God: The Cosmological Argument• Evil and Suffering• Religious Experience	<p><u>Ethics and Religion:</u></p> <ul style="list-style-type: none">• An introduction to teleological and deontological approaches to moral decision making.• Natural moral law.• Situation ethics.• Aristotle’s virtue ethics.• Application of ethical approaches to a range of contemporary issues:<ul style="list-style-type: none">○ Theft○ Lying○ Embryo research; cloning; ‘designer’ babies○ Abortion○ Voluntary Euthanasia and assisted suicide○ Capital punishment○ The use of animals as food; intensive farming○ The use of animals in scientific procedures; cloning○ Blood sports○ Animals as a source of organs for transplants	<p><u>Christianity:</u></p> <ul style="list-style-type: none">• Sources of wisdom and authority• God• Self. Death and afterlife• Good conduct and key moral principles• Expressions of religious identity.

Curriculum Implementation – Areas of Focus Year 13

Autumn Term	Spring Term	Summer Term
<p><u>Ethics and religion</u></p> <ul style="list-style-type: none">• An introduction to meta-ethics: the meaning of right and wrong.• Free will and moral responsibility.• Conscience.• The approaches of Bentham (Utilitarianism) and Kant (The Categorical Imperative) to moral decision making.	<p><u>Philosophy of religion:</u></p> <ul style="list-style-type: none">• Religious language• Miracles• Self, death and afterlife. <p><u>Dialogues:</u></p> <ul style="list-style-type: none">• The dialogue between Christianity and philosophy.• The dialogue between Christianity and ethics.	<p>Preparation for the examination - Examination question practise.</p>

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Impact / Outcomes

Learning will be assessed throughout the course by:

- Regular completion of examination style questions.
- Written responses to consolidation questions.
- Verbal responses during classroom discussion activities.
- Course file checks.

Homework / Self Study

Students will be set a variety of tasks for home learning, including:

- Completion of examination style questions.
- Research tasks in preparation for classwork.
- Consolidation questions to review and apply learning.
- Revision for upcoming assessments.
- Preparation reading and notes ahead of a new topic.

Ways to support learning

There are a number of things students can do to support their learning:

- Wider reading: for most of the topics studied, students will be given wider reading materials from a range of journals and academic books.
- The “Crash Course Philosophy” series on YouTube often provides helpful summaries of topics covered.
- www.philosophynow.org has a number of podcasts which are relevant to some of the ideas and issues explored throughout the course.
- Watching documentaries that deal with contemporary issues explored during the course will help students to understand a wider range of perspectives.
- The BBC Radio 4 programme “The Moral Maze” is a useful source of information about contemporary moral issues and debate.

Next Steps

During the course students will develop many transferable skills that will prepare them well for further study, be it in Philosophy, Theology, Comparative Religion or any academic discipline that requires independent, critical and evaluative thinking. Such skills are also highly sought in law, education, social work, politics, medicine, administration and the media.

For more information, contact Mrs Barker or Mr Pointon.