

Subject: K55 Religious Studies (Paper 1)	Year: 12	Ability: Mixed
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Term / Date(s)	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Topic	Ancient Philosophical Influences	Soul, Mind and Body	Arguments Based on Observation	Arguments Based on Reason	Religious Experience	The Problem of Evil
Topic overview	Historical origins of Philosophy as a subject and the divergent approaches to philosophy (empiricism and rationalism)	Differing philosophical views on whether souls exist. Comparisons between materialism and dualism	Different arguments for God's existence based on teleology and cosmology. Criticisms to natural theology and cosmology	Different arguments for God's existence based on ontology. Criticisms of the ontological argument.	Different perspectives on the validity of different religious experiences. Compare and contrast corporal, mystical and individual religious experiences	How the existence of evil can call God's existence into question. How Augustine, Irenaeus and Hick attempt to defend God against the existence of evil
Pupils will learn...	The key philosophical views of Plato and Aristotle.	Students will learn the difference between materialism and dualism in order to critically compare the two views on the soul.	Students will be able to define teleology in order to understand the theory's significance in the theological debate	Students will be able to define ontology in order to understand the theory's significance in the theological debate.	Students will be able to define what is meant by a religious experience in order to understand the context of the unit and its importance in Christianity.	Students will be able to define the difference between natural and moral evil in order to compare which causes more harm to the belief in God.
Components	Students will learn the Socratic Method in order to understand the influence of Socrates on Plato. Students will learn the definition of Rationalism and empiricism in order to compare the two world views. Students will understand Plato's Theory of the Forms in order to analyse his understanding of the world. Students will analyse Plato's Analogy of the Cave in order to help their understanding of his Theory of the Forms. Students will understand Plato's views on the Demiurge in order to understand how Plato thought the world was connected to the Theory of the Forms. Students will learn Aristotle's 4 causes in order to compare	Students will learn Plato's Tripartite view on the soul in order to analyse if this is the type of soul humans may have. Students will understand Aristotle's materialist view on the soul in order to compare this to Plato's dualist view. Students will be able to define Substance Dualism in order to compare this to Plato and Aristotle's ideas and come to a conclusion on which is the strongest understanding of the soul. Students will analyse Gilbert Ryle's 'Ghost in the Machine' analogy in order to formulate potential criticisms to dualism.	Students will examine Natural Theology in order to evaluate whether it proves God's existence Students will understand Aquinas' Design Arguments in order to conceptualise Natural Theology further. Students will learn William Paley's Watch Analogy in order to evaluate whether it supports the design argument sufficiently. Students will be able to define cosmology in order to compare this to teleology.	Students will learn Anselm's ontological argument in order to evaluate whether it proves God exists. Students will explore Gaunilo's criticisms of Anselm's argument in order to evaluate the strengths and weaknesses of ontology. Students will study Aquinas and Descartes' contributions to the ontological argument in order to analyse whether ontology proves God's existence Students will examine Kant's criticisms of the ontological debate in order to reach a conclusion on whether ontology proves God's existence. Students will compare ontological arguments to teleological and	Students will learn William James' 4 qualities of a religious experience in order to analyse whether we should believe religious experiences. Students will compare Schleiermacher and James in order to conclude which argument is the better. Students will learn about Mystical experiences in order to determine whether these experiences should be believed.	Students will compare the Logical and Evidential arguments in order to analyse which causes the biggest challenge to belief in God. Students will study Augustine's theodicy in order to argue whether he successfully defends God against the existence of evil. Students will learn Irenaeus' theodicy in order to argue whether he successfully defends God against the existence of evil. Students will examine Hick's theodicy in order to argue whether he successfully defends God against the existence of evil.

<p>Transferrable knowledge (skills)</p> <ul style="list-style-type: none"> ◦ Tolerance and understanding of the different beliefs and perspectives of others. ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of 	<ul style="list-style-type: none"> ◦ Tolerance and understanding of the different beliefs and perspectives of others. ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. 	<ul style="list-style-type: none"> ◦ Tolerance and understanding of the different beliefs and perspectives of others. ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. 	<ul style="list-style-type: none"> ◦ Tolerance and understanding of the different beliefs and perspectives of others. ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. 	<ul style="list-style-type: none"> ◦ Tolerance and understanding of the different beliefs and perspectives of others. ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings. 	<ul style="list-style-type: none"> ◦ Tolerance and understanding of the different beliefs and perspectives of others. ◦ The ability to describe and explain the beliefs of others. ◦ The ability to use sources of wisdom and authority to support knowledge and understanding of religious beliefs and teachings.
<p>What pupils should already know (prior learning components)</p> <p>Students should have some understanding from their KS3 Philosophy lessons. Students who studied GCSE RS should have knowledge on key Christian concepts.</p>	<p>Students should have some understanding from their KS3 Philosophy lessons. Students who studied GCSE RS should have knowledge on key Christian concepts. Knowledge from Topic 1 supports the initial few lessons on Plato and Aristotle.</p>	<p>Students should have some understanding from their KS3 Philosophy lessons. Students who studied GCSE RS should have knowledge on key Christian concepts.</p>	<p>Students should have some understanding from their KS3 Philosophy lessons. Students who studied GCSE RS should have knowledge on key Christian concepts. Knowledge from topic 3 is used to compare the ideas in topic 4.</p>	<p>Students should have some understanding from their KS3 Philosophy lessons. Students who studied GCSE RS should have knowledge on key Christian concepts.</p>	<p>Students should have some understanding from their KS3 Philosophy lessons. Students who studied GCSE RS should have knowledge on key Christian concepts.</p>
<p>Students will learn about Aristotle's Prime Mover in order to compare this to Plato's Form of the Good and to discuss whether they are the same idea.</p> <p>Students will learn criticisms of both rationalism and empiricism in order to compare the two ideas.</p>	<p>Students will learn the definition of reductive materialism in order to compare this to dualism and decide which argument they agree with the most.</p> <p>Students will examine Dawkins' comparison of 'soul 1' and 'soul 2' in order to analyse which idea students agree with the most.</p>	<p>Students will compare a priori and a posteriori arguments in order to evaluate which they agree with the most and why.</p>	<p>Students will analyse Freud's view on religion in order to critique religious experiences and their validity.</p> <p>Students will study different explanations for religious experiences such as neurophysiology and diet in order to analyse the validity of religious experiences</p>	<p>Students will analyse Freud's view on religion in order to critique religious experiences and their validity.</p> <p>Students will study different explanations for religious experiences such as neurophysiology and diet in order to analyse the validity of religious experiences</p>	<p>Students will analyse Freud's view on religion in order to critique religious experiences and their validity.</p> <p>Students will study different explanations for religious experiences such as neurophysiology and diet in order to analyse the validity of religious experiences</p>
<p>this to Plato's Theory of the Forms and come to a conclusion on which is the better understanding of reality.</p>	<p>Students will understand Descartes' 'cogito ergo sum' argument in order to argue whether this takes dualism too far.</p>	<p>Students will understand Leibniz' Sufficient Reason argument in order to support Aquinas' views.</p> <p>Students will learn Hume's criticisms to Arguments based on Observation in order to evaluate the strengths and weaknesses of the debate.</p>	<p>cosmological arguments from the previous unit in order to conclude which arguments provide the best evidence for the existence of God.</p>	<p>Students will examine Conversion experiences in order to ascertain if these experiences are more valuable than mystical experiences.</p> <p>Students will learn about different corporate religious experiences in order to establish whether these are more credible compared to individual religious experiences</p> <p>Students will examine different justifications for religious experiences to determine whether they are a union with a greater power.</p>	<p>Students will examine Conversion experiences in order to ascertain if these experiences are more valuable than mystical experiences.</p> <p>Students will learn about different corporate religious experiences in order to establish whether these are more credible compared to individual religious experiences</p> <p>Students will examine different justifications for religious experiences to determine whether they are a union with a greater power.</p>

Key vocabulary pupil will know and learn	Forms, Reason, Rationalist, Empiricist, Prime Mover, Socratic Method, Analogy, Transcendent, Dualism, Action, Telos, Theist.	Soul, Consciousness, Substance, Dualism, Substance Dualism, Scepticism, Materialism, Reductive Materialism, Category error.	Teleological, Cosmological, Natural Theology, Contingent, Principle of Sufficient Reason, Sceptic, A posteriori arguments, Necessary existence, A priori arguments, Logical fallacy	A posteriori arguments, ontological, A priori arguments, contingent, necessary existence, predicate, epistemic distance, logical fallacy	Mystical experience, Conversion experience, Corporate religious experience, numinous experience, Principle of credibility, Principle of testimony, Naturalistic explanation, neurophysiology	Omnipotent, omniscient, omnibenevolent, inconsistent triad, theodicy, natural evil, moral evil, privation boni, Free will, epistemic distance
Assessment activities	1 x 40-mark homework essay % of the way through the topic 1 x 40-mark timed essay at the end of the topic 1 x subject knowledge test at the end of the topic Key word tasks throughout the topic	1 x 40-mark homework essay % of the way through the topic 1 x 40-mark timed essay at the end of the topic 1 x subject knowledge test at the end of the topic Key word tasks throughout the topic	1 x 40-mark homework essay % of the way through the topic 1 x 40-mark timed essay at the end of the topic 1 x subject knowledge test at the end of the topic Key word tasks throughout the topic	1 x 40-mark homework essay % of the way through the topic 1 x 40-mark timed essay at the end of the topic 1 x subject knowledge test at the end of the topic Key word tasks throughout the topic	1 x 40-mark homework essay % of the way through the topic 1 x 40-mark timed essay at the end of the topic 1 x subject knowledge test at the end of the topic Key word tasks throughout the topic	1 x 40-mark homework essay % of the way through the topic 1 x 40-mark timed essay at the end of the topic 1 x subject knowledge test at the end of the topic Key word tasks throughout the topic
Resources available	Lessons on staff shared area. Pansycast Podcast OCR Religious Studies A Level Revision Guide	Lessons on staff shared area Pansycast Podcast OCR Religious Studies A Level Revision Guide	Lessons on staff shared area Pansycast Podcast OCR Religious Studies A Level Revision Guide	Lessons on staff shared area Pansycast Podcast OCR Religious Studies A Level Revision Guide	Lessons on staff shared area Pansycast Podcast OCR Religious Studies A Level Revision Guide	Lessons on staff shared area Pansycast Podcast OCR Religious Studies A Level Revision Guide
Notes						
Why this topic is important...						

<ul style="list-style-type: none"> religious beliefs and teachings. How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. The ability to construct logical chains of reasoning based on the opinions of others and their own. 	<ul style="list-style-type: none"> How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. 	<ul style="list-style-type: none"> How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues. 	<ul style="list-style-type: none"> How to consider different points of view and reach a justified conclusion upon consideration of beliefs and teachings. The ability to consider their own beliefs and opinions, reflect on what has influenced these and compare it to the beliefs and opinions of others The ability to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value, including ethical issues.
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