

Subject:	Religious Studies Intent:
Religious Studies	A level Religious Studies Students follow the Eduqas syllabus. Students will take a historical approach to Philosophy and will consider different lines of argument from a variety of thinkers. Key thinkers from Plato, Aristotle, Mill and Kant are studied with contemporary contributions from Peter Singer and a variety of religious groups. The A level requires students study and develop the skills of knowledge and understanding with critical argument. Students are encouraged to engage themselves fully in class discussion and involve themselves with current political and philosophical debate. Listening is an important skill in discussion and a variety of podcasts and discussions are considered along with the reading of classic texts to give students a varied approach to this interesting course.

The Big Questions...

Year 12	Year 13
<p>Component 1: Islam: This unit provides learners with the opportunity to undertake an in-depth and broad study of four fundamental religious themes: religious figures and sacred texts, religious concepts, religious life and religious practices that shape religious identity. Who was Muhammad, what was the Jahiliyyah (time of ignorance?) What is the role of the Prophets, Angels and Judgment in Islam. Students will undertake studies in the effect of these beliefs on daily life in the context of Salah, Zakah, Hajj and the Five Categories. Mosque, Festivals and the importance of Ramadan in the Islamic world will be studied and evaluated.</p> <p>Component 2: Philosophy: This section provides learners with the opportunity to undertake an in-depth and broad study of four fundamental philosophical themes: arguments for the existence of God – inductive, arguments for the existence of God – deductive, challenges to religious belief (part 1) and religious experience. The classical arguments of Design, Cosmological and the Ontological are studied and evaluated. This leads onto the discussion of evil and suffering, the types and the solutions to the issue. Religious Experiences are studied with a particular focus on St Theresa, Otto and William James. Are they valid? Do they offer evidence for the divine?</p> <p>Component 3: Ethics: <u>An Introduction to Religion and Ethics</u>. What is right? What is moral? How do we know the correct way to behave? Students will consider different ethical theories developed over history such as the Divine Command Theory, Aristotle's Virtue Theory and Natural Law. These systems will be debated and applied to the issues of abortion and euthanasia. Are they successful?</p>	<p>Theme 1: Islam: Developing skills and knowledge from year 12 students look in depth at Shariah Law, Sunna and ijma (consensus) in making decisions. The understanding of greater and lesser Jihad is studied and looked at in relation to modern conflict and the media. How has Islam developed over time? How are the Sunnis, Shia and Sufis different and what is common between them. How is Islam integrated in the west? Sexism and roles in society, dress and conflicts of values e.g. Alcohol/Halal. Has Islam adapted to advances in science and technology? The Big Bang and evolution and challenges to Islam from science and other faiths.</p> <p>Theme 2: Philosophy: The Psychology of religion is studied as a challenge to religious faith; students consider and evaluate approaches from Freud, Jung and Durkheim. New Atheism; how has Richard Dawkins, Dennett and Hitchens challenged faith? Are they successful or just entertaining? How do we define a miracle? Could an omnipotent and transcendent God intervene in creation? How did David Hume respond? How is language used in religion to communicate truth? Is the verification and falsification principle successful in deciding what is meaningful and not so. Did Wittgenstein finish the conversation?</p> <p>Theme 3: Ethics: Students further develop their understanding of the ethical theories studied at Year 12 with developments from Finnis and Hoose. The study of Meta-ethics looks at the meaning of the terms 'good', 'bad', 'right' and 'wrong'. Is 'goodness' definable? Or is it something I merely approve of? We study how the work of A.J. Ayer, and others in answering these questions. Concepts of free will and determinism are studied in relation to religious contributions from Augustine, Pelagius, Satre and others.</p>

<p>What skills will I develop?</p> <p>Communication: For jobs which require written communication skills, you will need to write clearly and convincingly –You may also require good listening skills, the ability to negotiate, or to be persuasive.</p> <p>Attention to detail: You'll need to be thorough and focused on details of a task.</p> <p>Discipline: This ranges from organising yourself, being on time, to being responsible. Some jobs need particular discipline skills such as being able to persevere with the task and plans until you accomplish them, or following strict procedures.</p> <p>Literacy: You'll need good reading and writing skills. This could include a good standard of spoken and written English, and good knowledge of spelling, punctuation, and grammar.</p> <p>Interpersonal skills: You'll need listening and speaking skills, as well empathy to build friendships and ensure good working relationships</p>

<p>How will I be assessed?</p> <p>At Key stage 5 work is assessed termly through A-Level graded assessed examination questions. Students will be given individual feedback so they can understand their strengths and weaknesses on each unit and skill. Teacher feedback is given both verbally, in essays and on assessed work so that pupils can improve their work before moving on to the next section of the course</p> <p style="text-align: center;">Assessment – Three Papers are sat at the end of Year 13.</p> <p>Islam/Philosophy/Ethics : 2 hours 50 marks each question 20 marks for Explain 30 marks for Evaluation</p>
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What great resources can I use?

- <https://jakedoesrevision.blogspot.com> Great revision resource for the whole course.
- ShowMyHomework: Extra reading and resources uploaded regularly.
- GoogleDrive/Twitter - @RSYateley have links to mindmaps and essay plans to support learning.
- The revision resources created in class.
- YouTube/Podcasts – In Our Time Philosophy – The Four Horseman – Dawkins Debates.

Three ways that parents/carers can help...

1. Purchase copies of Peter Vardy's 'The Puzzle of God' and 'The Puzzle of Ethics' books.
2. Debating and discussing with your son/daughter topics discussed in class.
3. By contacting the RS department whenever you need additional support or have questions about the course alexander.bristow@yateley.hants.sch.uk.