A Level Religious Studies Curriculum Map

Topic	Philosophy of Religion	Religion and Ethics	New Testament Studies
Content overview	The content for this paper helps students to explore some of the main contemporary philosophical issues and questions about religion, such as belief in God or the conviction that life has both meaning and purpose. It provides a relevant and challenging context for exploring the particular beliefs, values and practices that characterise religious communities. In turn, the paper provides a sound basis for understanding and reflecting on the contemporary influence of religion, the views of those who do not share a religious belief and the impact of these factors on people's lives. **The following areas are studied:** 1. Philosophical issues and questions 2. The nature and influence of religious experience 3. Problems of evil and suffering 4. Religious language 5. Works of scholars 6. Influences of developments in religious belief	The content for this paper is focused on exploring both common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world. The paper will help students to study some of the underlying ideas and concepts of these issues, as well as questions and issues about how ethical and religious ideas and solutions may be applied in practice in contemporary social, political and personal situations. The study addresses an important part of the key underlying concerns that students raise about the world in which they are growing up, and about their own views, opinions and commitments. **The following areas are studied:** 1. Significant concepts in issues or debates in religion and ethics 2. A study of three ethical theories 3. Application of ethical theories to issues of importance 4. Ethical language 5. Deontology, Virtue Ethics and the works of scholars 6. Medical ethics: beginning and end of life issues	The content for this paper comprises a study of extended textual material. This study is set in a historical context so that students can become familiar with some of the more technical language and terminology used in the texts. It is also set in the context of the specific study of the Gospel texts, and involves a detailed understanding of the nature of selected passages of text as well as the scholarly and critical methods used today to study the text of the New Testament. There is a focus on understanding the Gospel teaching about how the first Christians understood the New Testament text and how they expressed and interpreted the relationship between Jesus and God. **The following areas are studied:** 1. Social, historical and religious context of the New Testament 2. Texts and interpretation of the Person of Jesus 3. Interpreting the text and issues of relationship, purpose and authorship 4. Ways of interpreting the scripture 5. Texts and interpretation: The Kingdom of God, conflict, the death and resurrection of Jesus 6. Scientific and historical-critical challenges, ethical living and the works of scholars
Final Assessment	Written examination: • 2 hours • 33.33% of the qualification • 80 marks	Written examination: • 2 hours • 33.33% of the qualification • 80 marks	Written examination: • 2 hours • 33.33% of the qualification • 80 marks

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Assessment overview	• An externally-assessed written examination comprising three sections. • Students answer all questions in Section A, Section B and Section C. • Section A Two structured questions. • Section B One two-part essay question on an excerpt, sourced from the extracts list. • Section C One extended essay question.	• An externally-assessed written examination comprising three sections. • Students answer all questions in Section A, Section B and Section C. • Section A Two extended-response questions. • Section B One two-part essay question on an excerpt, sourced from the extracts list. • Section C One extended essay question.	• An externally-assessed written examination comprising three sections. • Students answer all questions in Section A, Section B and Section C. • Section A Two extended-response questions. • Section B One two-part essay question on an excerpt, sourced from the extracts list. • Section C One extended essay question.
Catholic Social Teaching / Loreto Values	• **CST: Human Dignity and Pursuit of Truth** – philosophical enquiry develops critical reflection on human purpose, belief, meaning and moral responsibility. • **Loreto Values: Truth and Sincerity.**	• **CST: Rights and Responsibilities** – ethical theories support evaluation of moral choices affecting individuals, communities and society. Students also consider environmental ethics **(Care for Creation),** and medical ethics **(Dignity).** • **Loreto Values: Truth and Justice.**	• **CST: Human Dignity, Solidarity and the Common Good** – the teachings of Jesus and the Kingdom of God provide a foundation for justice, compassion and service. • **Loreto Values: Justice, Truth and Freedom.**
Employability skills	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use	• Problem-solving • Decision making • Creativity • Communication • Adaptability • Collaboration • Time management • Organisation • Information use
Assessment in class	Three assessments will be completed per half term in the students' FAR workbooks. (Feedback, Actions, Response). These will follow the format of exam style questions (8, 12, 10, 20, or 30 markers).	Three assessments will be completed per half term in the students' FAR workbooks. (Feedback, Actions, Response). These will follow the format of exam style questions (8, 12, 10, 20, or 30 markers).	Three assessments will be completed per half term in the students' FAR workbooks. (Feedback, Actions, Response). These will follow the format of exam style questions (8, 12, 10, 20, or 30 markers).

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Term	Autumn		Spring		Summer	
Lesson content – Year 12 Usually 2 teachers	Teacher 1 (2 periods per week) **Philosophy** - **Unit 1** Philosophical issues and questions – design, cosmological, ontological - **Unit 2** The nature and influence of religious experience	Teacher 2 (3 periods per weeks) **Ethics** - **Unit 2** A study of three ethical theories – utilitarianism, situation ethics, natural moral law - **Unit 1** Significant concepts in issues or debates in religion and ethics	Teacher 1 (2 periods per week) **Philosophy** - **Unit 3** Problems of evil and suffering - **Unit 4** Religious language **New Testament** - **Unit 2** Texts and interpretation of the Person of Jesus	Teacher 2 (3 periods per weeks) **Ethics** - **Unit 5** Deontology, Virtue Ethics and the works of scholars **New Testament** - **Unit 1** Social, historical and religious context of the New Testament - **Unit 3** synoptic gospels and fourth gospel	Teacher 1 (2 periods per week) **Philosophy** - Complete Unit 4 Y12 mocks and work experience	Teacher 2 (3 periods per weeks) **New Testament** - Complete Unit 3 **Ethics** - **Unit 3** Application of ethical theories to issues of importance – war and conflict Y12 mocks and work experience
Lesson content – Year 13 Usually 2 teachers	Teacher 1 (3 periods per week) **Philosophy** - **Unit 5** Works of scholars - **Unit 6** Influences of developments in religious belief	Teacher 2 (2 periods per weeks) **Ethics** - **Unit 6** Medical ethics: beginning and end of life issues	Teacher 1 (2 periods per week) **New Testament** - **Unit 6** scientific and historical challenges	Teacher 2 (3 periods per weeks) **Ethics** - **Unit 3** Application of ethical theories to issues of importance – sexual ethics	Exams	

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		- **Unit 4** Ethical language	- **Unit 4** ways of interpreting scripture	**New Testament** - **Unit 5** texts and interpretations (Luke)	