

KAA Curriculum Overview		RE	Ethics Year 13	EOY Exam	Sequencing and Progression				
<p><b>Rationale</b></p> <p><i>Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</i></p> <p>Religious Studies at KAA aims to develop our student’s knowledge and understanding of a wide range of religious and non-religious beliefs. Students are taught how to construct informed and balanced arguments on a range of different themes and topics. Students have the opportunity to engage with questions of belief, value, meaning, purpose, truth and ultimately prepare them for adult life in a pluralistic society and global community as thoughtful and engaged citizens.</p> <p>The content for this unit is focused on exploring both common ground and controversies in dealing with issues that arise in the areas of morality and religion in the context of the modern world. This unit 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.</p> <p>Students will study issues and practical problems. These issues and problems will provide a sufficient balance of breadth and depth for students to acquire the skills they need to address a wide range of contemporary moral dilemmas and to progress to further study. A representative array of ethical stances provides a basis for discussion and debate about major issues. This is further sharpened by engagement with the views and stances of significant ethical thinkers who have contributed to the debates.</p> <p>Students at A Level will consider, and respond to, the contrasting views of key scholars to broaden their awareness of the underlying issues. These studies will give students the opportunity to explore links between Ethics and other areas of study, such as issues about concepts in relation to philosophy or about beliefs and values in relation to the study of a particular religion.</p>				<p><b>Explode (8)</b> Demonstrate understanding by investigating different reasons, concepts and ideas.</p> <p><b>Assess (12)</b> Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.</p> <p><b>Clarify (10)</b> Identify key ideas and explain key concepts.</p> <p><b>Analyse (20) Deconstruct</b> information and/or issues to find connections and provide logical chains of reasoning in order to make judgements regarding their importance/relevance to the question context.</p> <p><b>Evaluate (30)</b> Review/analyse information, bringing it together to form a conclusion/judgement based on strengths/weaknesses, alternatives, relevant data or information. Come to a supported judgement</p>		<p><b>How does this year build on what they’ve learnt last year?</b></p> <p>Knowledge of religious teachings on Medical Ethics will be recalled and deepened</p> <p>The skills of judgment making from GCSE will be developed throughout the year</p>		<p><b>How will it benefit them as they move forward next year?</b></p>	
<b>Term</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Sum 1</b>	<b>Sum 2</b>			
<a href="#">Link to MTP Overview</a>									
<b>Topic studied &amp; Fertile Question</b>	Ethical Language	Aristotelian Virtue Ethics	Kantian Ethics and comparison to Aristotelian Virtue Ethics	Medical Ethics	Revision	Revision			
<b>Adjustments following last assessments / evaluation.</b>				Update abortion with USA’s Supreme Court ruling Update Euthanasia legal case examples Recall proportionalism					
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	<p>Knowledge:</p> <p><b>Meta-ethics</b></p> <ul style="list-style-type: none"> <li>Cognitive and non-cognitive uses of language, realism and anti-realism, language as factual or symbolic</li> <li>The nature of ethical assertions as absolutist or relative</li> <li>Ethical naturalism, the naturalistic fallacy, the is–ought gap, the problem of the open question,</li> <li>Ethical non-naturalism, intuitionism, prescriptivism.</li> <li>Emotivism, the influence of the logical positivism on emotivist theories of ethics, ethical language as functional and persuasive.</li> <li>Developments of the emotivist approach and criticism of it.</li> </ul> <p>With reference to the ideas of G E Moore and A J Ayer.</p> <p><b>The relationship between religion and morality</b></p> <ul style="list-style-type: none"> <li>Dependence, independence, autonomy, theonomy, heteronomy,</li> </ul>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Aristotelian virtue ethics – historical and cultural influences on Virtue Ethics from its beginnings to modern developments of the theory</li> <li>Concepts of eudemonia and living well</li> <li>The golden mean</li> <li>development of virtuous character</li> <li>Virtuous role models</li> <li>Vices</li> <li>Contemporary applications of virtue theories.</li> <li>Strengths and weaknesses of the theory and its developments</li> <li>Appropriateness of its continuing application and use</li> <li>Assessment of relevant examples, change in the law and social attitudes vis a vis the theory,</li> <li>Compatibility or otherwise with religious approaches</li> </ul> <p>With reference to the ideas of P Foot and A MacIntyre</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Kantian deontology – social, political and cultural influences on Kant’s ethical theory</li> <li>Duty-based ethics</li> <li>The categorical imperative in its different formulations</li> <li>Prima facie duties and contemporary applications of rule and duty-based ethics.</li> <li>Strengths and weaknesses of the theory and its developments</li> <li>Appropriateness of its continuing application and use</li> <li>Assessment of relevant examples, change in the law and social attitudes vis a vis the theory,</li> <li>Compatibility or otherwise with religious approaches</li> </ul> <p>With reference to the ideas of W D Ross and T Nagel.</p> <p><b>Kantian Ethics Anthology:</b> Groundwork for the Metaphysics of Morals, Text, second section, pp. 29–53</p>	<p>Knowledge:</p> <p><b>Beginning of Life:</b></p> <ul style="list-style-type: none"> <li>The status of the embryo,</li> <li>Concepts of sanctity and value of life from religious and secular perspectives</li> <li>Embryo research</li> <li>Pre-implantation genetic diagnosis (PGD)</li> <li>Stem cells and cord blood,</li> <li>Fertilisation in vitro and destruction of embryos</li> <li>Abortion.</li> </ul> <p><b>End of Life:</b></p> <ul style="list-style-type: none"> <li>Assisted dying/Euthanasia,</li> <li>Palliative care.</li> <li>Religious and secular contributions to all these issues,</li> <li>Legal positions</li> <li>Concepts of rights and responsibilities</li> <li>Personhood and human nature</li> <li>Options and choices.</li> </ul>					

	<ul style="list-style-type: none"> <li>Divine command ethics, challenges from atheist and anti-theist perspectives</li> <li>Moral arguments for the existence and nonexistence of God.</li> <li>Contemporary focuses, including the Westboro Baptist Church, religion and terror, conservative</li> </ul> <p>With reference to the ideas of R Dawkins and R A Sharpe.</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<p><b>Virtue Ethics Anthology:</b> Aristotle – The Nicomachean Ethics, Book II, Moral Virtue, pp. 23–37</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>	<ul style="list-style-type: none"> <li>Strengths and weaknesses of significant areas of disagreement and debate assessment of relevant examples</li> <li>Legal changes and social attitudes</li> <li>appropriateness and value of employing religious perspectives into these debates</li> <li>Assessment and comparison of contrasting positions.</li> </ul> <p>With reference to the ideas of P Singer and J Glover</p> <p><b>Medical Ethics Anthology:</b> Wilcockson M – Issues of Life and Death, Chapter 4 Euthanasia and Doctors’ Ethics, pp. 56–69</p> <p>Skills: Use of specialist terminology / can explain and develop religious beliefs and ideas / Critically deconstructs knowledge /logical chains of reasoning / makes coherent judgments / makes convincing and justified conclusions</p>		
<p><b>How is understanding assessed at the end of the unit?</b></p>		<p><b>Summative assessment: AP4</b> 8 12 10 20 30</p>		<p><b>Summative assessment: AP5</b> 8 12 10 20 30</p>		<p><b>A Level Exam</b></p>