

KAA Curriculum Overview		RE	Philosophy Year 12	EOY Exam	Sequencing and Progression	
<p>Rationale</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>This unit 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.</p> <p>Students will engage with arguments and debates on religious and non-religious views of life, which focus on some key areas of controversy that shape modern views of the world, such as the problem of evil and suffering. Students will extend their understanding through engagement in debates on issues such as the value of evidence based on accounts of religious experience. They will analyse and evaluate particular viewpoints of thinkers who have contributed to these debates.</p> <p>Students will extend the breadth and depth of their study by considering how religious ideas are expressed and communicated, and how they may differ from other contemporary ways of expressing beliefs about the world – for instance whether religious and scientific language is incompatible or complementary, whether ideas about life after death are tenable in or relevant to the modern world. As part of this process, students will study how ideas about the philosophy of religion have changed over time, and the most important influences on this process. They will use the writings of key scholars to explore differing viewpoints about the development of ideas in the philosophy of religion.</p> <p>These studies will give students the opportunity to explore links between this paper and other areas of study, such as the impact of beliefs and values on modern life, the importance of tradition in religious communities or the interpretation and application of religious texts in the modern world.</p>				<p>Explode (8) Demonstrate understanding by investigating different reasons, concepts and ideas.</p> <p>Assess (12) Requires reasoned argument of factors to reach a judgement regarding their importance/relevance to the question context.</p> <p>Clarify (10) Identify key ideas and explain key concepts.</p> <p>Evaluate (30) 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>20 mark removed due to timing but assessed elsewhere in year</p> <p>Analyse (20) Deconstruct 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>How does this year build on what they’ve learnt last year?</p> <p>Knowledge of religious teachings on Design Argument & problem of evil will be recalled and deepened</p> <p>The skills of judgment making from GCSE will be developed throughout the year</p>	<p>How will it benefit them as they move forward next year?</p> <p>Ability to make synoptic links in 30 mark</p>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
Link to MTP Overview						
Topic studied & Fertile Question	Philosophical issues and questions – Types of argument & Existence of God	Philosophical issues and questions – Types of argument & Existence of God	Philosophical issues and questions – Types of argument & Existence of God	The nature and influence of religious experience	Problems of evil and suffering	Revision
Adjustments following last assessments / evaluation.						
Key knowledge and skills students need to have gained by the end of the unit	<p>Knowledge:</p> <p>Design Argument</p> <ul style="list-style-type: none"> Inductive reasoning, a posteriori types of arguments, interpretation of experience. Types of order and regularity, role of analogy, cumulative effect of evidence, anthropic principle, regularities of co-presence and regularities of succession. Strengths and weaknesses of Design Arguments: probability rather than proof, alternative interpretations, including evolution and deism. Challenges to the argument. Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. 	<p>Knowledge:</p> <p>Cosmological Argument</p> <ul style="list-style-type: none"> Inductive reasoning, a posteriori types of arguments. Principle of sufficient reason, explanation, interpretation of experience, movement, cause and effect, contingency, infinite regress, first cause, necessary existence, Kalam version. Strengths and weaknesses of Cosmological Arguments: probability rather than proof, brute fact, debates about infinite regress, necessary existence and God as a necessary being. Challenges to the argument. Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. 	<p>Knowledge:</p> <p>Anthology: A comparison between a critic of religion, Bertrand Russell, and a religious believer, Frederick Copleston</p> <p>The context of the writings of Russell and Copleston and the way these ideas are applied to issues in religion and belief, including the argument from contingency and religious experience</p> <p>Skills:</p> <p>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>Knowledge:</p> <p>The nature of religious experience</p> <ul style="list-style-type: none"> Context of religious experience across religious traditions Range of definitions related to belief in God and/or ultimate reality Theistic and monistic views, ineffability, noetic, transience, passivity. Types: conversion, prayer, meditation, mysticism, numinous. Relationship between religious experience and propositional and non-propositional revelation. Alternative explanations, physiological and naturalistic interpretations, objectivist and subjectivist views. <p>With reference to the ideas of W James and R Otto.</p>	<p>Knowledge:</p> <p>Problem of evil and suffering</p> <ul style="list-style-type: none"> The nature of the problem across a range of religious traditions Types of evil and suffering, moral and non-moral. The challenge to religious belief posed by the inconsistency of the nature of God and the evident existence of evil and suffering challenging belief in the existence of God. <p>With reference to the ideas of D Hume and J Mackie.</p> <p>Theodicies and solutions to the problem of suffering</p> <ul style="list-style-type: none"> Belief that creation was good; evil and suffering is a privation of good due to the fall of the angels and man because of the misuse of free 	<p>Knowledge:</p> <p>All AS Content</p> <p>Skills:</p> <p>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>With reference to the ideas of W Paley and D Hume</p> <p>Ontological Argument</p> <ul style="list-style-type: none"> • A priori compared to a posteriori types of arguments, deductive reasoning, not evidence based but understanding of concept 'God' as an analytic proposition. • Definitions of 'God', necessary existence, aseity. • Strengths and weaknesses of the Ontological Arguments: concept of proof compared to probability, debates about 'existence' and predicates. • Challenges to the argument. • Philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues in the philosophy of religion. <p>With reference to the ideas of Anselm and B Russell.</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>With reference to the ideas of Aquinas and D Hume, I Kant.</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>Influence of religious experience as an argument for the existence of God</p> <ul style="list-style-type: none"> • Inductive reasoning based on evidence, the link between appearances, how things seem, how things really are and conclusions drawn from experience about reality and existence. • Principles of testimony and credulity, the value and role of testimony to religious experience. <p>With reference to the ideas of R Swinburne and J Hick.</p> <ul style="list-style-type: none"> • Strengths and weaknesses of religious experience as an argument for the existence of God • Experiences influenced by the religious context of the believer • Religious experiences interpreted as any other sensory experiences, complexity of interpretations • Issues of probability and proof as relating to the argument, nature of God, including transcendent and immanent, limitations of language, lack of uniformity of experiences, refinements of and challenges to the argument. <p>With reference to the ideas of M Persinger and R Dawkins.</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>will, soul-deciding, significance of reconciliation.</p> <ul style="list-style-type: none"> • Belief that creation is a mix of good and evil linked to the vale of soul making theodicy, including free will defence, best of all possible worlds, epistemic distance, eschatological justification. • Process theodicy: God is not responsible for evil and suffering, but he is co-sufferer and cannot coerce the free will of human agents. • Strengths and weaknesses of theodicies and solutions: compatibility or otherwise with modern views about origins of life, nature of God, innocent suffering, hypothesis of life after death. <p>With reference to the ideas of Augustine and Irenaeus.</p> <p>Problem of Evil Anthology: Mitchell B (ed) – The Philosophy of Religion, 1st edition, J Mackie – Chapter 5 Evil and Omnipotence, pp.92-104</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>How is understanding assessed at the end of the unit?</p>		<p>Summative assessment: AP 8 12</p>		<p>Summative assessment: AP2 8 12 10 20</p>		<p>Summative assessment: AP3 8 12 10 30</p>