

INTENT: Curriculum Overview year 12 Religious Education Component 2 Religious Ethics

A learner in Year 12 will know: All year 1 Content of the OCR specification as detailed below			A learner in Year 12 will be able to: write academically and evaluatively using scholarly evidence.		
A: Topic/Theme: Normative ethics theories: Situation Ethics.	B: Topic/Theme: Normative ethical theories: Religious approaches. Natural Law	C: Topic/Theme: : Applied Ethics - Euthanasia	D: Topic/Theme: Normative Ethics theories: Kantian Ethics	E: Topic/Theme: Normative Ethics theories Utilitarianism	F: Topic/Theme: Applied Ethics – business ethics
Term 1	1:1: Topics/Themes Situation Ethics.	1:2: Topics/Themes Natural Law	Autumn % Assessment <i>(ensure differentiated assessment is planned too)</i>		
	<p>Knowledge:</p> <ul style="list-style-type: none"> whether or not situation ethics provides a helpful method of moral decision-making whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, agape is best served whether Fletcher’s understanding of agape is really religious or whether it means nothing more than wanting the best for the person involved in a given situation whether or not the rejection of absolute rules by situation ethics makes moral decision-making entirely individualistic and subjective <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology.</p> <p>Formative Assessment: Transition unit – baseline assessment bridging task Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> whether or not natural law provides a helpful method of moral decision-making whether or not a judgement about something being good, bad, right or wrong can be based on its success or failure in achieving its telos whether or not the universe as a whole is designed with a telos, or human nature has an orientation towards the good whether or not the doctrine of double effect can be used to justify an action, such as killing someone as an act of self-defence <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Knowledge coverage: Fletcher’s Situation Ethics applied to moral situations.</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: Evaluation of normative ethical theories. AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 2 exam style essay questions to complete both. These are in a statement evaluative style and are worth 40 marks each</p>		
Term 2	2:1 Topics/Themes: <u>Euthanasia</u>	2:2: Topics/Themes: <u>Kantian Ethics</u>	Spring % Assessment <i>(ensure differentiated assessment is planned too)</i>		
	<p>Knowledge:</p> <ul style="list-style-type: none"> the application of natural law and situation ethics to euthanasia whether or not the religious concept of sanctity of life has any meaning in twentyfirst century medical ethics whether or not a person should or can have complete autonomy over their own life and decisions made about it 	<p>Knowledge:</p> <ul style="list-style-type: none"> whether or not Kantian ethics provides a helpful method of moral decision-making whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served 	<p>Knowledge coverage: <u>1 x timed essay – Euthanasia (with application of Natural Law / Situation Ethics</u></p> <p>Skills tested: AO1 (/16) (40%)</p>		

	<ul style="list-style-type: none"> whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<ul style="list-style-type: none"> whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making whether or not utilitarianism provides a helpful method of moral decision-making whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served whether or not it is possible to measure good or pleasure and then reach a moral decision <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks</p> <p>End point: Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question</p>	<p>Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> Religious, philosophical and/or ethical thought and teaching Approaches to evaluation of normative ethical theories. <p>AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study</p> <p>Assessment style/questions: Students will be given 4 exam style essay questions to complete 3. These are in a statement evaluative style and are worth 40 marks each. Equivalent of a full A level paper in 2 hours. Students will have to revisit at least one of the other topics if not both</p>
Term 3	<p>3:1: Topics/Themes: Utilitarianism</p> <p>Knowledge: whether or not utilitarianism provides a helpful method of moral decision-making</p> <ul style="list-style-type: none"> whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served whether or not it is possible to measure good or pleasure and then reach a moral decision <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly.</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions</p>	<p>3:2: Topics/Themes: Business Ethics</p> <p>Knowledge:</p> <ul style="list-style-type: none"> the application of Kantian ethics and utilitarianism to business ethics whether or not the concept of corporate social responsibility is nothing more than 'hypocritical window-dressing' covering the greed of a business intent on making profits whether or not human beings can flourish in the context of capitalism and consumerism whether globalisation encourages or discourages the pursuit of good ethics as the foundation of good business <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/AO2 skills, accuracy and precision in academic writing and know how to spell key words/terminology correctly</p> <p>Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2</p>	<p>Summer % Assessment (<i>ensure differentiated assessment is planned too</i>)</p> <p>Knowledge coverage: All Year 1 Ethics Content - full mock: 3 essays out of 4</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including:</p> <ul style="list-style-type: none"> Religious, philosophical and/or ethical thought and teaching Approaches to the study of religion and belief <p>AO2 (/24) (60%)</p> <p>Mock result will inform intervention / Yr 12 into 13 summer HL</p>

	Final Topic Essay 40 marks <u>End point:</u> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question	HW knowledge booklet – short questions Final Topic Essay 40 marks <u>End point:</u> Students can understand and respond to an essay style question based on topics covered. Students can identify strengths and limitations of each perspective and analyse and apply evidence/evaluation. Students can construct an academic essay in response to the question	
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- Consider justification for sequencing of learning and spacing/interleaving and revisiting knowledge (ABCDEF etc)
- Consider cross-curricular links. What are other subjects doing – any cross over?

EIF: Overview of research and key principles - Quality of Education

- *Construct a curriculum that is ambitious for all, coherently planning and sequenced to give learners (particularly the most disadvantaged) the knowledge and skills needed to be successful.*
- *Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.*
- *Assessment is used to help learners embed and use knowledge fluently, check understanding and inform further lesson planning or remediation, without unnecessary burdens for staff or learners.*

Curriculum (i)

- ‘Knowledge-engaged’ school – knowledge underpins and enables the application of skills and leaders desire that both are intertwined and developed. (pg. 6)

Effective teaching (ii)

Achievement is likely to be maximised when teachers actively present material and structure it by:

- Providing overviews and/or reviews of objectives (pg. 12)
- Outlining the content to be covered and signalling transitions between different parts of lesson (pg. 12)
- Calling attention to main ideas (pg. 12)
- Reviewing main ideas (pg. 12)

Effective teaching through: (Pg. 13)

- **Effective questioning** – teachers provide substantive feedback to pupils, resulting from pupils’ questions or answer to teachers’ question. Correct answers should be acknowledged positively and appropriately. Partially correct answers should be prompted before moving on. If an answer is wrong it should be pointed out and ascertained how they got it wrong. Teachers should encourage responses from girls and shy pupils who may be less

assertive. Teachers should use product (single response) questions and process questions (calling for explanation from pupils). Pupils should be encouraged to ask questions. (pg. 13)

- **Differentiation** – focus group is the best practice, not range of resources or activities re: workload (pg. 14)
- **Routines** - stimulating learning environments, clear goals (so what?) (pg. 15)
- **Modelling** - language and introducing new words in context/WAGOLL (pg. 15)
- **Group activity and pair** – must be structured and prepared. Explicit guidelines must be given and roles should be assigned. (pgs. 13 & 14)

Memory and Learning (iii)

- **Spaced or distributed practice** - where knowledge is rehearsed for short periods over a longer period of time is MORE effective than massed practice when we study more intensively for a shorter period of time. Good practice is to block learning and repeat practice over time as this leads to greater long-term retention. (AAABBBCCC) (pg. 16)
- **Interleaving** - mixes the practice of A, B and C e.g. (ABCABCABC). There is growing evidence that this can improve retention, and research in maths is particularly promising. (pg. 16)
- **Retrieval practice** – involves recalling something you have learned in the past and is far more effective than re-reading because it strengthens memory. IT needs to occur a reasonable time after the topic has been taught and should take the form of testing knowledge either by the teacher or through pupil self-testing and should be checked for accuracy but not necessarily recorded re: workload. (pg. 16)
- **Elaboration** – describing and explaining something learned to others in some detail. Contextualising learning and making connections among ideas and connecting to one's memory and experiences. (pg. 16)
- **Dual coding** – representing information both visually and verbally enhances learning and retrieval from memory. (pg. 16 & 17)
- **Cognitive load theory (CLT)** – presenting learners with information in small chunks and embedding learning/memory before moving on to something else in order to avoid overloading. (schemata) (pg. 17)

Assessment (iv)

Assessment, if appropriately employed has a positive impact on learning and teaching. Pupils must understand the aim of their learning, where they are and how they can achieve the aim. In order for assessment to have a positive impact, two conditions need to be met:

- Pupils are given advice on how to improve (pg. 18)
- Pupils act on the advice by using materials provided by the teacher, going to the teacher for help (focus group), or working with other pupils. (pg. 18)
- Use of low stakes testing can contribute to learning in valuable ways. Working to recall knowledge that has previously been learned has a positive mental impact on learners. Learners who do a test shortly after studying material do better on a final test than those that don't – even if no feedback is given.

- Teachers should use assessment to plan/adapt lessons to tackle gaps in knowledge and re-teach where problems persist.
- Assessments at the start of learning is important, to know the level that pupils are starting from.