

Curriculum Overview Year 12 Religious Studies Component 1 Philosophy of Religion

A learner in Year 12 will know: <i>All Year 1 content of the OCR specification as detailed below</i>			A learner in Year 12 will be able to: write academically and evaluatively using scholarly evidence		
A: Topic/Ancient Philosophical Influences	B: Topic/Theme Soul, mind and body	C: Topic/Theme Arguments based on observation	D: Topic/Theme Arguments based on reason	E: Topic/Theme Religious Experience	F: Topic/Theme The problem of evil
Term 1	I:1: Topics/Themes Philosophical Influences Knowledge: <ul style="list-style-type: none"> • Plato's reliance on reason as opposed to the senses • the nature of the Forms; hierarchy of the Forms • details of the analogy, its purpose and relation to the theory of the Forms • Aristotle's use of teleology • material, formal, efficient and final causes • the nature of Aristotle's Prime Mover and connections between this and the final cause 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.		I:2: Topics/Themes Soul, mind and body * Knowledge: <ul style="list-style-type: none"> • Plato's view of the soul as the essential and immaterial part of a human, temporarily united with the body • Aristotle's view of the soul as the form of the body; the way the body behaves and lives; something which cannot be separated from the body • the idea that mind and body are distinct substances • Descartes' proposal of material and spiritual substances as a solution to the mind/soul and body problem the idea that mind and consciousness can be fully explained by physical or material interactions • the rejection of a soul as a spiritual substance 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.		Autumn % Assessment (ensure differentiated assessment is planned too) Knowledge coverage: Ancient Philosophical Influences Soul, mind and body Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: <ul style="list-style-type: none"> • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief AO2 (/24) (60%) Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study 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
	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 End point: what can they do now? 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		Formative Assessment: Pitstop – 10 knowledge AO1 questions Essay planning x2 HW knowledge booklet – short questions Final Topic Essay 40 marks 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		

Term 2	2:1 Topics/Themes Arguments based on observation	2:2: Topics/Themes Arguments based on reason	Spring % Assessment (ensure differentiated assessment is planned too)
	<p>Knowledge: Details of this argument including reference to: o Aquinas' Fifth Way o Paley • details of this argument including reference to: o Aquinas' first three ways • details of Hume's criticisms of these arguments for the existence of God from natural religion • the challenge of evolution</p> <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 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: The Ontological Argument - details of this argument including reference to: o Anselm o Gaunilo's criticisms o Kant's criticisms</p> <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 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>Arguments based on observation Arguments based on reason Ancient Philosophical Influences Soul, mind and body</p> <p>Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief 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	3:1: Topics/Themes Religious Experience	3:2: Topics/Themes The problem of evil	Summer % Assessment (ensure differentiated assessment is planned too)
	<p>Knowledge: • examples of mystical and conversion • experiences and views about these, including: • views and main conclusions of William James • as union with a greater power • psychological effect such as illusion • the product of a physiological effect</p> <p>Skills: Interpretation, comprehension, essay writing and key vocab development, critical analysis, Understanding of</p>	<p>Knowledge: • including its logical (the inconsistency between • divine attributes and the presence of evil) and • evidential (the evidence of so much terrible evil in the world) aspects • Augustine's use of original perfection and the Fall • Hick's reworking of the Irenaean theodicy which gives some purpose to natural evil in enabling human beings to reach divine likeness</p>	<p>Knowledge coverage: All Year 1 Content Skills tested: AO1 (/16) (40%) Demonstrate knowledge and understanding of religion and belief, including: • Religious, philosophical and/or ethical thought and teaching • Approaches to the study of religion and belief AO2 (/24) (60%)</p>

	<p>perspectives, recall key theologians, planning essay responses, analysing perspectives, apply contextual understanding to highlight analysis, demonstrate fluency with AO1/A02 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 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>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/A02 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 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>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 all 6 topics</p> <p>Grade in Mock exam to assess appropriate intervention for year 12 into 13 intervention / summer homelearning tasks</p>
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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.