



Bishop Milner Catholic College Year 13 CURRICULUM PLAN for A Level RELIGIOUS EDUCATION- PHILOSOPHY



The curriculum for this stage of students' education has is in line with the OCR Philosophy and Ethics specification. The curriculum builds on the knowledge acquired during the last academic year as students embark on more challenging aspects of philosophy of religion. Students will be able to utilise prior knowledge such as the problem of evil and definitions of God to understand how elements of his nature may be conflicting. Students will also have the opportunity to understand key issues in religious language, this is relatively interdisciplinary as it incorporates elements of verification and the notion of scientific verification. Students will be assessed through essay practice and given regular feedback to address misconceptions and quality of argument

Topics may overlap into the next term.

<p>Half Term 1; Nature of God</p> <p>Students must know</p> <ul style="list-style-type: none"> • Issues relating to God's omnipotence • Issues relating to God's omnibenevolence • The relationship between divinity and time • Issues arising from divine foreknowledge and free will • Consideration of whether these considerations can solve conflicts between divine attributes • <p>HOW THIS WILL BE ASSESSED: Marking of classwork and short essay element tasks, knowledge retrieval tests 40-mark past paper questions; workbook book tasks.</p>	<p>Half Term 2: Religious Language</p> <p>Students must know</p> <ul style="list-style-type: none"> • The apophatic way of speaking of God • The cataphatic way of speaking of God • Aquinas' view of attribution and proportion • Understanding of religious language as symbolic • Tillich's understanding of God through symbolism <p>HOW THIS WILL BE ASSESSED: Marking of classwork and short essay element tasks, knowledge retrieval tests 40-mark past paper questions; workbook book tasks.</p>	<p>Half Term 3: Religious language- 20th Century perspectives</p> <p>Students must know</p> <ul style="list-style-type: none"> • Logical positivism and Ayer's verification principle • Wittgenstein's language games • The Oxford symposium- falsification • Non-cognitive approaches • Comparison of Aquinas on symbolism and Wittgenstein on language games <p>HOW THIS WILL BE ASSESSED: Marking of classwork and short essay element tasks, knowledge retrieval tests 40-mark past paper questions; workbook book tasks.</p>
<p>Half Term 4: Review and revise</p> <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • Students to complete an audit of their knowledge and understanding supplemented by a review of their essays • Teacher to provide targeted support for knowledge gaps and correct misunderstandings 	<p>Half Term 5: Review and revise</p> <p>STUDENTS WILL:</p> <ul style="list-style-type: none"> • Students to complete an audit of their knowledge and understanding supplemented by a review of their essays • Teacher to provide targeted support for knowledge gaps and correct misunderstandings 	

Embedding this knowledge can be supported at home by having discussions at home about the issues covered in class; using the wider reading materials provided in class and on the exam specification reading lists
Topic related books, film and documentaries, A level conferences. Collaboration with other subjects such as History and Sociology.