

A LEVEL CURRICULUM KNOWLEDGE AND SKILLS MAPPING TOOL SUBJECT: Religious Studies

		KNOWLEDGE			SKILLS identified in the specification							
YEAR 12	<p>Eduqas A Level in Religious Studies including the following components:</p> <ul style="list-style-type: none"> • Component 1: A study of religion (Option D. Buddhism) • Component 2: Philosophy of Religion • Component 3: Religion and Ethics <p>The Year 12 course is delivered by Miss Hill Full details of the content of each topic can be found in the specification which can be accessed via the link below: https://www.eduqas.co.uk/qualifications/religious-studies-as-a-level/#tab_overview</p>						<ul style="list-style-type: none"> • reflect on, select and apply specified knowledge about religion and belief • account for the influence of social, religious and historical factors on developments in the study of religions and beliefs • construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence • understand, interpret and evaluate critically religious concepts, texts and other sources • present responses to questions which are clear and coherent • use specialist religious language and terminology appropriately • identify, investigate and critically analyse questions, arguments, ideas and issues arising from the study of religion including those of scholars/academics • analyse the nature of connections between the components they have studied 					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2					
	Content	<p>Buddhism: <i>Theme 1 ABC Religious Figures and Sacred Texts</i> Buddhism: <i>Theme 2 ABCDE Religious concepts and Religious Life</i></p>	<p>Buddhism: <i>Theme 2F religious life</i> <i>Theme 4 ABC Religious Practices.</i></p> <p>Philosophy of Religion: <i>Theme 1 AB Arguments for the existence of God – Inductive arguments (teleological and cosmological arguments)</i></p>	<p>Philosophy of Religion: <i>Theme 1 A and B continued, Theme C Arguments for the existence of God - deductive arguments (ontological arguments)</i></p> <p><i>Theme 2 ABC – Challenges to Religious belief</i> The Problem of Evil and Suffering</p>	<p>Philosophy of Religion: <i>Theme 2 ABC – Challenges to Religious belief</i> The problem of evil and suffering</p> <p>Philosophy of Religion: <i>Theme 3 ABCD – Religious Experience</i></p>	<p>Religion and Ethics: <i>Theme 3A - F Teleological Ethics - Utilitarianism and Situation Ethics</i></p>	<p>Religion and Ethics: <i>Theme 2 AB Deontological Ethics - Aquinas' Natural Moral Law</i> Religion and Ethics: <i>Theme 1 BC Ethical Thought – Divine Command Theory, Virtue Theory and Ethical Egoism</i></p>					

Methods and process are developed and used across all units. A Level expectations are set out below. In Year 12 students may achieve these with support, moving towards demonstrating them independently in Year 13.

Skills

Students will learn how to	A Level
Use subject specific vocabulary accurately in context.	At first with support and then independently: Use a range of philosophical and religious terminology accurately and in context, recognising how terms may have different applications and nuances of meaning in different areas of study and using them appropriately.
Express knowledge, understanding and opinions orally with clarity and precision.	At first with support and then independently: Present detailed and articulate verbal responses including accurate reference to philosophical, ethical and religious concepts and acknowledging other perspectives.
Express knowledge, understanding and opinions in writing with clarity and precision.	At first with support and then independently: Plan and write extended essays using academic language which are focused and logically sequenced, demonstrating the relationship between ideas.
Draw together knowledge from different topics and wider learning, including the identification of common themes, similarities and differences.	At first with support and then independently: Make and explain links and comparisons between different areas of study showing how they support or contradict each other. Draw on wider learning and general knowledge to apply their learning to real and hypothetical examples.
Analyse a range of textual and other sources including an understanding of the role of metaphor and symbolism in expressing abstract concepts.	At first with support and then independently: Interpret and analyse religious texts and symbols, commenting on their significance. Accurately identify devices such as metaphor, analogy and symbolism in religious and philosophical writing and comment on their usefulness and identify and explain lines of argument used by scholars to support their ideas.
Apply religious teachings and philosophical concepts to real-life contemporary issues.	At first with support and then independently: Clearly explain how religious teachings are applied to contemporary issues, including demonstrating an understanding that there may be multiple interpretations. Accurately apply ethical and philosophical theories to a range of real-life and hypothetical examples to show understanding of the key concepts and methods of the theories and to expose similarities and differences between approaches.
Create and sustain evidence-based lines of argument	At first with support and then independently: Create lines of argument which show the relationship between ideas and how they might support each other, anchored in accurate knowledge and understanding and supported by scriptural or scholarly references and real or hypothetical examples.
Evaluate arguments, including the use of counter-argument and the construction of a justified conclusion.	At first with support and then independently: Identify the relationship between ideas and use this to include counter-argument within lines of argument, weighing up the impact of counter-arguments and offering defences against them where appropriate. Include a mini-conclusion at the end of each line of argument explaining whether the original point has been successfully defeated by the counter-arguments.
Work both independently and in collaboration with others.	Complete appropriately differentiated and supported independent tasks employing a range of strategies to overcome difficulties in their completion. Review independent work to identify areas where additional support may be needed. Contribute effectively to paired and group discussion, sometimes taking the lead, showing good time management and organisation and responding critically to the ideas of others
Show respect for views, opinions, attitudes and beliefs which are not their own, including how to respectfully disagree.	Students are able to express disagreement respectfully using reasoned argument, drawing on accurate subject knowledge and other relevant evidence and showing sensitivity towards the views of others. They are able to reflect on and adjust their own views in the light of challenges from others.

	Assessment	Knowledge assessment based on personalised learning checklists	Knowledge assessment based on personalised learning checklists	Knowledge assessment based on personalised learning checklists	Knowledge assessment using personalised learning checklists	Knowledge assessment based on personalised learning checklists	Knowledge assessment based on personalised learning checklists
		A Level style essays marked using exam board criteria	A Level style essays marked using exam board criteria	A Level style essays marked using exam board criteria	A Level style essays marked using exam board criteria	A Level style essays marked using exam board criteria	A Level style essays marked using exam board criteria
	In addition, PPE assessments will take place in line with school ARR calendar						
	KNOWLEDGE				SKILLS		
YEAR 13	<p>Eduqas A Level in Religious Studies including the following components:</p> <ul style="list-style-type: none"> Component 1: A study of religion (Option D. Buddhism) Component 2: Philosophy of Religion Component 3: Religion and Ethics <p>In Year 13, the course is delivered by two teachers, split in the following way</p> <ul style="list-style-type: none"> AWA – Philosophy of Religion and Religion and Ethics in 6 lessons per fortnight JHI – Buddhism in 3 lessons per fortnight. <p>Full details of the content of each topic can be found in the specification which can be accessed via the link below: https://www.eduqas.co.uk/qualifications/religious-studies-as-a-level/#tab_overview</p>				<ul style="list-style-type: none"> reflect on, select and apply specified knowledge about religion and belief account for the influence of social, religious and historical factors on developments in the study of religions and beliefs construct well informed and reasoned arguments about religion and belief, substantiated by relevant evidence understand, interpret and evaluate critically religious concepts, texts and other sources present responses to questions which are clear and coherent use specialist religious language and terminology appropriately identify, investigate and critically analyse questions, arguments, ideas and issues arising from the study of religion including those of scholars/academics analyse the nature of connections between the components they have studied 		
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Content	Philosophy of Religion: <i>Theme 3 Religious experience EF.</i> Miracles <i>Theme 2 DEF: Challenges to religious belief</i> Psychological	Religion and Ethics: <i>Theme 2 Deontological theories DEF:</i> Developments in Natural Moral Law (Finnis and Hoose) <i>Theme 1 Ethical Thought DEF</i> Meta-Ethics	Religion and Ethics <i>Theme 4 ABCDEF Determinism and Free Will</i>	Philosophy of Religion <i>Theme 4 ABCDEF</i> Religious Language	Revision and examination preparation	

	critiques and atheism					
	Buddhism: Theme 1 DEF <i>Religious Figures and Sacred Texts</i>	Buddhism: Theme 3 ABCD <i>Sources of Religious Authority</i>	Buddhism: Theme 3EF <i>Sources of Religious Authority</i>	Buddhism: Theme 4 DEF <i>Religious Practices.</i>		
Skills	See Year 12 above – students are expected to demonstrate skills, methods and processes with increasing independence over the course of the two years.					
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