

Year 13 ~ Curriculum Map for RS – Ethics (Edexcel Religious Studies A level)

What are the intended aims for this year's curriculum? To explore both common ground and controversy in dealing with issues that arise in the areas of morality and religion in the context of the modern world.											
Term 1		Term 2		Term 3		Term 4		Term 5		Term 6	
Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of A&R	Topic(s):	Aim of EoY exam
	Kantian deontology		Virtue Ethics		Medical ethics: beginning and end of life issues		Ethical Language: a) Meta-ethics b) The relationship between religion and morality		The relationship between religion and morality cont'd Revision		Final revision
'Big idea(s)' / fundamental concepts	How effective is a Kantian approach to ethics?	How effective is Virtue Ethics in solving ethical dilemmas?	How do we know when life begins and ends? Is it right to end life?	What is ethical language and what is the relationship between morality and religion?	What is the relationship between morality and religion?						
Knowledge to be learnt	<p>Kantian deontology Social, political and cultural influences on Kant's ethical theory, duty-based ethics, the categorical imperative in its different formulations, prima facie duties, and contemporary applications of rule and duty-based ethics. Strengths and weaknesses of the theories and their developments, appropriateness of their continuing application and use, assessment of relevant examples, changes in the law and social attitudes vis a vis the theories, compatibility or otherwise with religious approaches.</p> <p>With reference to the ideas of W D Ross and T Nagel.</p> <p>Kant Set Anthology passage Groundwork for the Metaphysics of Morals, Text, second section, pp. 29–53</p>	<p>Aristotelian virtue ethics Historical and cultural influences on Virtue Ethics from its beginnings to modern developments of the theory, concepts of eudaemonia and living well, the golden mean, development of virtuous character, virtuous role models, vices, contemporary applications of virtue theories. Strengths and weaknesses of the theory and its developments, appropriateness of continuing application and use, assessment of relevant examples, changes in the law and social attitudes vis a vis the theories, compatibility or otherwise with religious approaches.</p> <p>With reference to the ideas of P Foot and A MacIntyre</p> <p>Aristotle set Anthology text: The Nicomachean Ethics, Book II, Moral Virtue, pp. 23–37</p>	<p>Issues in medical ethics with a focus on beginning and end of life debates a) The status of the embryo, concepts of sanctity and value of life from religious and secular perspectives, embryo research, pre-implantation genetic diagnosis (PGD), stem cells and cord blood, fertilisation in vitro and destruction of embryos, abortion. b) Assisted dying, euthanasia, palliative care. Religious and secular contributions to all these issues, legal position, concepts of rights and responsibilities, personhood and human nature, options and choices. c) Strengths and weaknesses of significant areas of disagreement and debate, assessment of relevant examples, legal changes and social attitudes, appropriateness and value of employing religious perspectives into these debates, assessment and comparison of contrasting positions.</p> <p>With reference to the ideas of P Singer and J Glover</p> <p>Wilcockson M set Anthology passage – Issues of Life and Death, Chapter 4 Euthanasia and Doctors' Ethics, pp. 56–69</p>	<p>Ethical language Meta-ethics a) Cognitive and non-cognitive uses of language, realism and anti-realism, language as factual or symbolic, the nature of ethical assertions as absolutist or relative, ethical naturalism, the naturalistic fallacy, the is–ought gap, the problem of the open question, ethical non-naturalism, intuitionism, prescriptivism. b) Emotivism, the influence of the logical positivism on emotivist theories of ethics, ethical language as functional and persuasive. Developments of the emotivist approach and criticism of it.</p> <p>With reference to the ideas of G E Moore and A J Ayer</p> <p>The relationship between religion and morality a) Dependence, independence, autonomy, theonomy, heteronomy, divine command ethics, challenges from atheist and anti-theist perspectives, moral arguments for the existence and nonexistence of God. b) Contemporary focuses, including the Westboro Baptist Church, religion and terror, conservative movements, including Quiverfull, biblical parenting. With reference to the ideas of R Dawkins and R A Sharpe</p>	<p>Ethical language The relationship between religion and morality a) Dependence, independence, autonomy, theonomy, heteronomy, divine command ethics, challenges from atheist and anti-theist perspectives, moral arguments for the existence and nonexistence of God. b) Contemporary focuses, including the Westboro Baptist Church, religion and terror, conservative movements, including Quiverfull, biblical parenting.</p> <p>With reference to the ideas of R Dawkins and R A Sharpe</p> <p>Revision of all 13 modules using the revision resource box.</p>						
	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.	Students will sit regular key terms quizzes and exam style questions at the end of each topic in order to assess understanding and progress and inform planning.						
											Students sit their A level Ethics A2 paper.

Key vocabulary	European enlightenment, duty, reason, hypothetical imperatives, categorical imperatives, deontological, maxim, principle of universalisation, means and ends, kingdom of ends, prima facie duties, agent relative, agent-neutral, cultural relativism	Nicomachean ethics, eudaimonia, virtue, vice, golden mean, practical wisdom, excess, deficiency, excellence, purpose, role models, character	Autonomy, rights, responsibilities, sanctity of life, quality of life, zygote, embryo, foetus, embryo research, In Vitro Fertilisation, Preimplantation Genetic Diagnosis, Stem cells, Cord blood, abortion, personhood, viability, consciousness, ensoulment, dualism, voluntary euthanasia, Non-voluntary euthanasia, active and passive euthanasia, assisted suicide, palliative care, hospice, natural moral law, slippery slope, double effect, proportionalism, acts and omissions,	Meta-ethics, normative ethics, realism, cognitive, non-cognitive, proposition, synthetic, analytic, prescriptive, descriptive, absolutism, relativism, naturalism, on-naturalism, Intuitionism, emotivism, prescriptivism, Is-ought gap, open question, naturalistic fallacy, Boo-Hurrah theory, weak verification	Dependent, independent, Euthyphro dilemma, divine command theory, good, autonomy, heteronomy, summum Bonham, theonomy, atheism, anti-theism, slave morality
The role of reading and comprehension	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.	Reading and summarising/annotating key quotes and text, answering key questions, reading sample exam answers and identifying key points. Students have to research key elements of belief and practice.
The role of independent extended writing	Exam style questions 8, 12, 10, 20, 30 marks. Research on key themes.	Exam style questions 8, 12, 10, 20, 30 marks. Research on key themes.	Exam style questions 8, 12, 10, 20, 30 marks. Research on key themes.	Exam style questions 8, 12, 10, 20, 30 marks. Research on key themes.	Exam style questions 8, 12, 10, 20, 30 marks. Research on key themes.
The role of maths/ numeracy		Mean	Abortion and euthanasia statistics		
Links to careers/ aspirations	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, lawyer, civil servant	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, counsellor, Personnel.	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, lawyer, medical professional, counsellor, politician, hospice work, social worker	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, linguist, civil servant, lawyer, politician	Religious leader, Historian, Journalist, Documentary Maker, Teacher, Philosopher, Author, Archivist, Biographer, lawyer, civil servant
Core skills	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.	To be able to: Explore - Demonstrate understanding by investigating different reasons, concepts and ideas. Clarify - Identify key ideas and explain key concepts. Assess – Make reasoned argument of the facts in order to reach a judgement regarding their importance/relevance to the question. Analyse - Pick apart the 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. Evaluate - Review/analyse information, bringing it together to form a conclusion/judgement based on the strengths and weaknesses, alternatives, relevant data/information. Come to a well-supported judgement of a subject's qualities and relation to its context.
Dept. enrichment activities			Q&A with a representative from Christianity discussing Christian responses to ethical issues.		

<p>Home learning opportunities</p>	<p>Film/TV/YouTube – flash course philosophy,</p> <p>Websites - BBC Religion and Ethics - http://www.bbc.co.uk/religion/ www.rsrevision.com</p> <p>Books – Religion and ethics course companion for Edexcel Religious Studies C Couch & C Walkey Zigzageducation.co.uk</p> <p>Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019</p> <p>Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342</p> <p>Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943</p> <p>Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed). R. Bowie, <i>Ethical Studies</i> (Nelson Thornes 2004)</p> <p>Kant Set Anthology passage Groundwork for the <i>Metaphysics of Morals</i>, Text, second section, pp. 29–53 (Yale University Press, 2002) ISBN 9780300094879</p>	<p>Film/TV/YouTube – flash course philosophy</p> <p>Websites - BBC Religion and Ethics - http://www.bbc.co.uk/religion www.rsrevision.com</p> <p>Books – Religion and ethics course companion for Edexcel Religious Studies C Couch & C Walkey Zigzageducation.co.uk</p> <p>Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019</p> <p>R. Bowie, <i>Ethical Studies</i> (Nelson Thornes 2004)</p> <p>Slote, M, 'Virtue Ethics' Routledge Companion to Ethics. Routledge 2010</p> <p>A MacIntyre, <i>After Virtue</i>. 1981</p> <p>Aristotle set Anthology text: <i>The Nicomachean Ethics, Book II, Moral Virtue</i>, pp. 23–37 (Oxford World's Classics edition, 1980) ISBN 978019281518</p>	<p>Film/TV/YouTube - Flash course philosophy Websites - BBC Religion and Ethics - http://www.bbc.co.uk/religion/0/ www.rsrevision.com www.dignityindying.org.uk</p> <p>Local visits – Visit to a hospice, visit local churches to interview the vicar, Southwark Cathedral trip</p> <p>Books - Religion and ethics course companion for Edexcel Religious Studies C Couch & C Walkey Zigzageducation.co.uk</p> <p>Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019</p> <p>Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019</p> <p>Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342</p> <p>Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943</p> <p>Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed)</p> <p>R. Bowie, <i>Ethical Studies</i> (Nelson Thornes 2004)</p> <p>J. Glover, <i>Causing death and saving lives</i>. 1977</p> <p>P. Singer, <i>Practical Ethics</i>. Cambridge university Press</p> <p>J.J Thompson, <i>A defence of abortion</i>. 1971</p> <p>Wilcockson M set Anthology passage – <i>Issues of Life and Death, Chapter 4 Euthanasia and Doctors' Ethics</i>, pp. 56–69 (Hodder Education, 1999) ISBN 978034072488</p>	<p>Film/TV/YouTube - Philosophy Vibe Websites - BBC Religion and Ethics - http://www.bbc.co.uk/religion/0/ www.rsrevision.com</p> <p>Books – Religion and ethics course companion for Edexcel Religious Studies C Couch & C Walkey Zigzageducation.co.uk</p> <p>Religion and ethics - student guide by C Tweed and A Forshaw. Hodder Education 2019</p> <p>Tyler and Reid, <i>Edexcel AS Religious Studies</i> (Pearson, 2008) 9781846903342</p> <p>Tyler and Reid, <i>Edexcel A2 Religious Studies</i> (Pearson, 2009) 9781846904943</p> <p>Gray and Cole, <i>Edexcel Religious Studies for AS</i> (Hodder Education, 2009) 9780340957806 (endorsed)</p> <p>R. Bowie, <i>Ethical Studies</i> (Nelson Thornes 2004)</p> <p>Moore, GE, <i>Principia Ethica</i>, (Cambridge University Press, 1903)</p> <p>Hare, R M, <i>The Language of Morals</i> (Oxford University Press, 1963)</p> <p>A.J Ayer, <i>Language, Truth and Logic</i>. 1936</p> <p>C L Stevenson <i>Ethics and Language</i>. 1945</p> <p>David Hume, <i>A Treatise on Human Nature</i>, BK 3 Part 1.</p> <p>J L Mackie, <i>Ethics: Inventing right and wrong</i>. 1977.</p> <p>Miller A, 'Non- Cognitivism' in <i>Routledge Companion to Ethics</i> ed. By J Skorupski (Oxford:Routledge, 2010)</p>	<p>Film/TV/YouTube - The root of all evil? 2006. R Dawkins Documentary Websites - BBC Religion and Ethics - http://www.bbc.co.uk/religion/0/ www.rsrevision.com</p> <p>Books – Religion and ethics course companion for Edexcel Religious Studies C Couch & C Walkey Zigzageducation.co.uk</p> <p>Religion and ethics - student guide by C Tweed and A Forshaw. 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