



## KS5 Curriculum Map

**Subject:** OCR A Level Religious Studies: Philosophy

**Year group: 13**

Time period	Philosophy 1 The Nature of attributes of God (July-Sep)	Philosophy 2 Religious Language (Sep-Oct)	Philosophy 3 20 <sup>th</sup> Century Perspectives and Philosophical Comparisons (Nov-Dec)
<b>Content</b>  <i>Declarative Knowledge – 'Know What'</i>	To understand and evaluate the developments in the understanding of: <ul style="list-style-type: none"> <li>- Omnipotence</li> <li>- Omnibenevolence</li> <li>- Eternity</li> <li>- Freewill</li> </ul>	To understand and evaluate Negative, analogical, and symbolic language, specially: <ul style="list-style-type: none"> <li>- The Apophatic way – The via negativa</li> <li>- Cataphatic way – The via positiva</li> <li>- Symbolism</li> </ul>	To understand and evaluate 20 <sup>th</sup> century philosophical perspectives, specially: <ul style="list-style-type: none"> <li>- Logical positivism</li> <li>- Wittgenstein's view on language games and forms of life</li> <li>- Discussion about the factual quality of religious language in the falsification symposium.</li> <li>-</li> </ul>
<b>Skills</b>  <i>Procedural Knowledge – 'Know How'</i>	<ul style="list-style-type: none"> <li>- <b>Extended writing skills</b> will be used when <b>making notes</b> and <b>writing essay questions</b>.</li> <li>- Students will develop <b>critical thinking skills</b> through regular discussion.</li> <li>- Students will develop skills in <b>analysis and evaluation</b> as they consider the <b>philosophical and ethical dilemmas</b> posed throughout the module.</li> <li>- Students will be encouraged to <b>conduct wider reading</b> beyond the specification and the content will encourage students to keep <b>an open mind</b> and <b>question the world around them</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Extended writing skills</b> will be used when <b>making notes</b> and <b>writing essay questions</b>.</li> <li>- Students will develop <b>critical thinking skills</b> through regular discussion.</li> <li>- Students will develop skills in <b>analysis and evaluation</b> as they consider the <b>philosophical and ethical dilemmas</b> posed throughout the module.</li> <li>- Students will be encouraged to <b>conduct wider reading</b> beyond the specification and the content will encourage students to keep <b>an open mind</b> and <b>question the world around them</b>.</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Extended writing skills</b> will be used when <b>making notes</b> and <b>writing essay questions</b>.</li> <li>- Students will develop <b>critical thinking skills</b> through regular discussion.</li> <li>- Students will develop skills in <b>analysis and evaluation</b> as they consider the <b>philosophical and ethical dilemmas</b> posed throughout the module.</li> <li>- Students will be encouraged to <b>conduct wider reading</b> beyond the specification and the content will encourage students to keep <b>an open mind</b> and <b>question the world around them</b>.</li> </ul>
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>- Is it possible, or necessary to resolve the apparent conflict between the divine attributes?</li> <li>- Whether Boethius, Anselm, or Swinburne offer the most useful understanding of human relationships with God?</li> <li>- Whether any of these thinkers are successful in resolving the problems of</li> </ul>	<ul style="list-style-type: none"> <li>- Is there any useful way of talking about or describing God?</li> <li>- Does the Apophatic way enable any effective understanding of religious discussion?</li> <li>- Is Aquinas' analogical approach helpful or accurate when describing God?</li> </ul>	<ul style="list-style-type: none"> <li>- Does the verification principle render religious language meaningless?</li> <li>- Did anyone involved in the falsification symposium present a convincing approach to the understanding of religious language?</li> <li>- Which idea is more effective when making sense of religious language, a cognitive, or non-cognitive approach?</li> </ul>



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	<p>divine knowledge, benevolence, eternity, and justice with human freewill?</p> <ul style="list-style-type: none"> <li>- Whether the attributes should be understood as subject to the limits of logical possibility or of divine self-limitation?</li> </ul>	<ul style="list-style-type: none"> <li>- Is religious discussion comprehensible if religious language is understood to be symbolic?</li> </ul>	<ul style="list-style-type: none"> <li>- How have non-cognitive approaches influenced the interpretation of religious texts?</li> <li>- Is Aquinas' analogical view of religious language still valuable?</li> </ul>
<b>Assessment</b>	<p>1 Timed essay question (40 Marks) Summative assessment such as quizzing will be used through to assess progress.</p> <ul style="list-style-type: none"> <li>- All topics covered so far in the course will be revised and could be covered in the Jan/Feb Trial exam.</li> </ul>	<p>1 Timed essay question (40 Marks) Summative assessment such as quizzing will be used through to assess progress.</p> <ul style="list-style-type: none"> <li>- All topics covered so far in the course will be revised and could be covered in the Jan/Feb Trial exam.</li> </ul>	<p>1 Timed essay question (40 Marks) Summative assessment such as quizzing will be used through to assess progress.</p> <ul style="list-style-type: none"> <li>- All topics covered so far in the course will be revised and could be covered in the Jan/Feb Trial exam.</li> </ul>
<b>Literacy/Numeracy/SMSC/Character</b>	<ul style="list-style-type: none"> <li>- Students will develop strong literacy skills as they will be reading extended pieces of writing from the textbook and philosophical texts.</li> <li>- Students will also complete essay tasks and write notes on the topic.</li> <li>- Students will develop moral skills since discussion will be based on ethical principles.</li> <li>- Students will develop tolerance since they will be discussing views which they do not believe in.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will develop strong literacy skills as they will be reading extended pieces of writing from the textbook and philosophical texts.</li> <li>- Students will also complete essay tasks and write notes on the topic.</li> <li>- Students will develop moral skills since discussion will be based on ethical principles.</li> <li>- Students will develop tolerance since they will be discussing views which they do not believe in.</li> </ul>	<ul style="list-style-type: none"> <li>- Students will develop strong literacy skills as they will be reading extended pieces of writing from the textbook and philosophical texts.</li> <li>- Students will also complete essay tasks and write notes on the topic.</li> <li>- Students will develop moral skills since discussion will be based on ethical principles.</li> <li>- Students will develop tolerance since they will be discussing views which they do not believe in.</li> </ul>