

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
<p>Ancient Philosophical Influences</p> <p>Misconceptions in the unit</p>	<p>Content The philosophical views of Plato, in relation to:</p> <ul style="list-style-type: none"> • understanding of reality • the Forms • the analogy of the cave <p>The philosophical views of Aristotle, in relation to:</p> <ul style="list-style-type: none"> • understanding of reality • the four causes • the Prime Mover <p>Key Knowledge Plato's reliance on reason as opposed to the senses</p> <ul style="list-style-type: none"> • 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 <p>AO2 discussion points that should be explored and discussed are:</p> <ul style="list-style-type: none"> • comparison and evaluation of Plato's Form of the Good and Aristotle's Prime Mover • comparison and evaluation of Plato's reliance on reason (rationalism) and Aristotle's use of the senses (empiricism) in their attempts to make sense of reality <p>Understanding of the assessment format at A level</p> <ul style="list-style-type: none"> • Considering the difference between AO1 and AO2. • How to construct a successful essay- introduction, main body, conclusions. • Understanding the essay grading criteria and levels. 	<p>Augustine's teaching on human nature</p> <p>Misconceptions in the unit</p>	<p>Content</p> <ul style="list-style-type: none"> • Human relationships pre- and post-Fall • Original Sin and its effects on the will and human societies • God's grace <p>Key Knowledge Augustine's interpretation of Genesis 3 (the Fall) including:</p> <ul style="list-style-type: none"> • the state of perfection before the Fall and Adam and Eve's relationship as friends o lust and selfish desires after the Fall • Augustine's teaching that Original Sin is passed on through sexual intercourse and is the cause of: o human selfishness and lack of free will • lack of stability and corruption in all human societies • Augustine's teaching that only God's grace, his generous love, can overcome sin and the rebellious will to achieve the greatest good (summum bonum) <p>AO2 discussion issues related to Augustine's ideas on human nature, including:</p> <ul style="list-style-type: none"> • whether or not Augustine's teaching on a historical Fall and Original Sin is wrong • whether or not Augustine is right that sin means that humans can never be morally good • whether or not Augustine's view of human nature is pessimistic or optimistic • whether or not there is a distinctive human nature
Suggested Scholarly views to support this unit:	Plato Aristotle Socrates A.J Ayer Russell Dawkins	Suggested Scholarly views to support this unit:	Augustine Dawkins St. Paul Plato Ciero
Tier two vocabulary	Forms Rationalist Empiricist Analogy Reason Telos	Tier two vocabulary	Will Sin Grace The Fall
Tier three vocabulary	Prime mover Demiurge Socratic method Dualism Transcendent Theist Final cause	Tier three vocabulary	The Fall Neoplatonism Redeemed Concordia Cupiditas Caritas Concupiscence Ecclesia Summum bonum

Homework	<ul style="list-style-type: none"> • Additional reading activities • Set questions- compression based • Paragraphs whereby they will summarise a philosopher • Comparison tables whereby they will consider the strengths and issue with set philosophical views • Videos to watch and take notes from 	Homework	<ul style="list-style-type: none"> • Additional reading activities • Set questions- compression based • Paragraphs whereby they will summarise a philosopher • Comparison tables whereby they will consider the strengths and issue with set philosophical views • Videos to watch and take notes from 																								
Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes. 	Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes. 																								
Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication	Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication
Aiming high	Literacy	Creativity																									
Numeracy	Independence	Leadership																									
Listening	Staying positive	Teamwork																									
Presenting	Problem solving	Communication																									
Aiming high	Literacy	Creativity																									
Numeracy	Independence	Leadership																									
Listening	Staying positive	Teamwork																									
Presenting	Problem solving	Communication																									

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
<p>Natural Law</p> <p>Misconceptions in the unit</p>	<p>Content Aquinas' natural law, including:</p> <ul style="list-style-type: none"> • telos • the four tiers of law • the precepts <p>Key Knowledge-</p> <ul style="list-style-type: none"> • origins of the significant concept of telos in Aristotle and its religious development in the writing of Aquinas • what they are and how they are related: <ol style="list-style-type: none"> 1. Eternal Law: the principles by which God made and controls the universe and which are only fully known to God 2. Divine Law: the law of God revealed in the Bible, particularly in the Ten Commandments and the Sermon on the Mount 3. Natural Law: the moral law of God within human nature that is discoverable through the use of reason 4. Human Law: the laws of nations <ul style="list-style-type: none"> • what they are and how they are related o the key precept (do good, avoid evil) <p>o five primary precepts (preservation of life, ordering of society, worship of God, education of children, reproduction) o secondary precepts</p> <p>AO2 discuss issues raised by Aquinas' theory of natural law, including:</p> <ul style="list-style-type: none"> • whether or not natural law provides a helpful method of moral decision-making • whether or not a judgement about something being good, bad, right or wrong can be based on its success or failure in achieving its telos • whether or not the universe as a whole is designed with a telos, or human nature has an orientation towards the good • whether or not the doctrine of double effect can be used to justify an action, such as killing someone as an act of self-defence 	<p>Death and the afterlife</p>	<p>Content Christian teaching on:</p> <ul style="list-style-type: none"> • heaven • hell • purgatory • election <p>Key Knowledge</p> <ul style="list-style-type: none"> • different interpretations of heaven, hell and purgatory, including: <ul style="list-style-type: none"> o heaven, hell and purgatory are actual places where a person may go after death and experience physical and emotional happiness, punishment or purification o heaven, hell and purgatory are not places but spiritual states that a person experiences as part of their spiritual journey after death o heaven, hell and purgatory are symbols of a person's spiritual and moral life on Earth and not places or states after death • different Christian views of who will be saved, including: <ul style="list-style-type: none"> o limited election (that only a few Christians will be saved) o unlimited election (that all people are called to salvation but not all are saved) o universalist belief (that all people will be saved) • the above to be studied with reference to the key ideas in Jesus' parable on Final Judgement, 'The Sheep and the Goats' (Matthew 25:31–46) <p>AO2 students should have the opportunities to discuss issues related to Christian ideas on death and the afterlife, including:</p> <ul style="list-style-type: none"> • whether or not God's judgement takes place immediately after death or at the end of time • whether or not hell and heaven are eternal • whether or not heaven is the transformation and perfection of the whole of creation • whether or not purgatory is a state through which everyone goes

Suggested Scholarly views to support this unit:	Aristotle Aquinas Catechism of the Catholic Church Hobbes Hans Kung Satre Stoics philosophers- Zeno and Aurelius	Suggested Scholarly views to support this unit:	St. Matthew St. Mark St. Luke St. John St. Paul Plato Rahner Aquinas	Aristotle Williams Hick N.T Wright Origen Pope Gregory Dante Tillich																								
Tier two vocabulary	Relative Absolute Interior act Exterior act	Tier two vocabulary	Resurrection Purgatory Election Parable																									
Tier Three vocabulary	Deontological Telos Natural law Synderesis Secondary precepts Primary precepts Practical reason Eudaimonia Naturalistic fallacy Phronesis Existentialism Double effect Real good Apparent good	Tier Three Vocabulary	Particular judgement Parousia Limited election Original sin Beatific Vision Disembodied existence																									
Homework	<ul style="list-style-type: none"> Additional reading activities Set questions- comprehension based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views Videos to watch and take notes from 	Homework	<ul style="list-style-type: none"> Additional reading activities Set questions- comprehension based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views Videos to watch and take notes from 																									
Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> One mid unit One end of unit assessment <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.</p>	Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> One mid unit One end of unit assessment <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.</p>																									
Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication	Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication	
Aiming high	Literacy	Creativity																										
Numeracy	Independence	Leadership																										
Listening	Staying positive	Teamwork																										
Presenting	Problem solving	Communication																										
Aiming high	Literacy	Creativity																										
Numeracy	Independence	Leadership																										
Listening	Staying positive	Teamwork																										
Presenting	Problem solving	Communication																										

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
Utilitarianism Misconceptions in the unit	Content Utilitarianism, including: <ul style="list-style-type: none"> • utility • the hedonic calculus • act utilitarianism • rule utilitarianism Key Knowledge: <ul style="list-style-type: none"> • The use of the significant concept of utility (seeking the greatest balance of good over evil, or pleasure over pain) in teleological and relativist approaches to ethics • What it is (calculating the benefit or harm of an act through its consequences) and its use as a measure of individual pleasure • What it is (calculating the consequences of each situation on its own merits) and its use in promoting the greatest amount of good over evil, or pleasure over pain • What it is (following accepted laws that lead to the greatest overall balance of good over evil, or pleasure over pain) and its use in promoting the common good A02- discuss issues raised by utilitarianism, including: <ul style="list-style-type: none"> • Whether or not utilitarianism provides a helpful method of moral decision-making • Whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, utility is best served • Whether or not it is possible to measure good or pleasure and then reach a moral decision 	Knowledge of God's existence Misconceptions in the unit	Content Natural knowledge of God's existence: <ul style="list-style-type: none"> • as an innate human sense of the divine • as seen in the order of creation Revealed knowledge of God's existence: <ul style="list-style-type: none"> • through faith and God's grace • revealed knowledge of God in Jesus Christ Key Knowledge: <ul style="list-style-type: none"> • As all humans are made in God's image they have an inbuilt capacity and desire to know God, including: <ul style="list-style-type: none"> o human openness to beauty and goodness as aspects of God o human intellectual ability to reflect on and recognise God's existence • What can be known of God can be seen in the apparent design and purpose of nature as humans are sinful and have finite minds, natural knowledge is not sufficient to gain full knowledge of God; knowledge of god is possible through: <ul style="list-style-type: none"> o faith o grace as God's gift of knowledge of himself through the Holy Spirit • Full and perfect knowledge of God is revealed in the person of Jesus Christ and through: <ul style="list-style-type: none"> o the life of the Church o the Bible A02- discuss issues related to Christian ideas on knowledge of God, including: <ul style="list-style-type: none"> • Whether or not God can be known through reason alone • Whether or not faith is sufficient reason for belief in God's existence • Whether or not the Fall has completely removed all-natural human knowledge of God • Whether or not natural knowledge of God is the same as revealed knowledge of God • Whether or not belief in God's existence is sufficient to put one's trust in him
Suggested Scholarly views	Bentham Mill Singer Pojman Nozick Bernard Williams Alistair MacIntyre Oscar Wilde	Suggested Scholarly views to support this unit:	Plato Bonaventure Boyle St. Paul Swinburne Irenaeus Barth Aristotle Polkinghorne Paley Aquinas Calvin Hick Humes
Tier 2 vocabulary	Explore Analyse Evaluate Consider	Tier 2 vocabulary	Faith Revelation
Tier 3 vocabulary	Principle of utility Teleological Consequentialism Quantitative Act utilitarianism Utility principle	Deontological Hedonic calculus Hedonistic Qualitative Rule utilitarianism Relativism	Tier 3 vocabulary Empiricism Protestantism Mediate revelation Wisdom literature Natural theology Immediate revelation Grace of God Principle of accommodation

Homework	Additional reading activities Set questions- compression based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views Videos to watch and take notes from	Homework	<ul style="list-style-type: none"> • Additional reading activities • Set questions- compression based • Paragraphs whereby they will summarise a philosopher • Comparison tables whereby they will consider the strengths and issue with set philosophical views • Videos to watch and take notes from
Assessment	Students will complete two formal high-level assessments. <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.	Assessment	Students will complete two formal high-level assessments. <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes
Employability skills	Aiming high Numeracy Listening Presenting Literacy Independence Staying positive Problem solving Creativity Leadership Teamwork Communication	Employability skills	Aiming high Numeracy Listening Presenting Literacy Independence Staying positive Problem solving Creativity Leadership Teamwork Communication

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
Arguments based on reason (Ontological argument) Misconceptions in the unit	Content The ontological argument Key Knowledge Details of this argument including reference to: <ul style="list-style-type: none"> • Anselm • Gaunilo’s criticisms • Kant’s criticisms AO2- discuss issues related to arguments for the existence of God based on reason, including: <ul style="list-style-type: none"> • Whether posteriori or a priori is the more persuasive style of argument • Whether or not existence can be treated as a predicate • Whether or not the ontological argument justifies belief • Whether or not there are logical fallacies in this argument that cannot be overcome 	The person of Jesus Christ Misconceptions in the unit	Content Jesus Christ’s authority as: <ul style="list-style-type: none"> • the Son of God • a teacher of wisdom • a liberator Key Knowledge Jesus’ divinity as expressed in his: <ul style="list-style-type: none"> • Knowledge of God • Miracles • Resurrection • With reference to Mark 6:47–52 and John 9:1–41 Jesus’ moral teaching on: <ul style="list-style-type: none"> • Repentance and forgiveness • Inner purity and moral motivation • With reference to Matthew 5:17–48 and Luke 15:11–32 Jesus’ role as liberator of the marginalised and the poor, as expressed in his: <ul style="list-style-type: none"> • Challenge to political authority • Challenge to religious authority • With reference to Mark 5:24 -34 and Luke 10:25- 37 A02 – discuss issues related to Christian ideas regarding Jesus Christ as a source of authority, including: <ul style="list-style-type: none"> • whether or not Jesus was only a teacher of wisdom • whether or not Jesus was more than a political liberator • whether or not Jesus’ relationship with God was very special or truly unique • whether or not Jesus thought he was divine

Suggested Scholarly views to support this unit:	Anselm Gaunilo Plantinga Kant Descartes Russell Malcolm Aquinas	Suggested Scholarly views to support this unit:	Pliny the younger Suetonius Joesphus St. John Schaff Bindley O'Colins Schillebeeckx St. Luke Saunders C.S Lewis Tacitus St. Paul St. Matthew Pope Gregory Rahner Humes Wright Pannenberg Hick Bonhoffer
Tier two vocabulary	Contingent Necessity	Tier two Vocabulary	Liberator Rabbi Word Zealot Son of God Redemption
Tier three vocabulary	A posteriori argument Ontological Necessary existence Epistemic distance Prime mover Synthetic proposition A priori argument Infinite regression Predicate Logical fallacy Analytic proposition	Tier three vocabulary	Hypostatic union Homoousias Christology
Homework	<ul style="list-style-type: none"> •Additional reading activities •Set questions- compression based •Paragraphs whereby they will summarise a philosopher <ul style="list-style-type: none"> •Comparison tables whereby they will consider the strengths and issue with set philosophical views •Videos to watch and take notes from 	Homework	<ul style="list-style-type: none"> •Additional reading activities •Set questions- compression based •Paragraphs whereby they will summarise a philosopher <ul style="list-style-type: none"> •Comparison tables whereby they will consider the strengths and issue with set philosophical views •Videos to watch and take notes from
Assessment	Students will complete two formal high-level assessments. <ul style="list-style-type: none"> •One mid unit •One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes. 	Assessment	Students will complete two formal high-level assessments. <ul style="list-style-type: none"> •One mid unit •One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.
Employability skills	Aiming high Numeracy Listening Presenting Literacy Independence Staying positive Problem solving Creativity Leadership Teamwork Communication	Employability skills	Aiming high Numeracy Listening Presenting Literacy Independence Staying positive Problem solving Creativity Leadership Teamwork Communication

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
Arguments based on observation (Teleological and cosmological arguments) Misconceptions in the unit	Content <ul style="list-style-type: none"> the teleological argument the cosmological argument challenges to arguments from observation Key Knowledge <p>Details of this argument including reference to:</p> <ul style="list-style-type: none"> Aquinas' Fifth Way Paley <p>Details of this argument including reference to:</p> <ul style="list-style-type: none"> Aquinas' first three ways <p>Details of Hume's criticisms of these arguments for the existence of God from natural religion</p> <p>The challenge of evolution</p> <p>AO2-discuss issues related to arguments for the existence of God based on observation, including:</p> <ul style="list-style-type: none"> Whether posteriori or a priori is the more persuasive style of argument Whether or not teleological arguments can be defended against the challenge of 'chance' Whether cosmological arguments simply jump to the conclusion of a transcendent creator, without sufficient explanation Whether or not there are logical fallacies in these arguments that cannot be overcome 	Christian moral principles Misconceptions in the unit	Content <p>The diversity of Christian moral reasoning and practices and sources of ethics, including:</p> <ul style="list-style-type: none"> the Bible as the only authority for Christian ethical practices Bible, Church and reason as the sources of Christian ethical practices love (agape) as the only Christian ethical principle which governs Christian practices Key Knowledge <p>As the Bible reveals God's will, then only biblical ethical commands must be followed</p> <p>Christian ethics must be a combination of biblical teaching, Church teaching and human reason</p> <p>Jesus' only command was to love and that human reason must decide how best to apply this</p> <p>AO2- discuss issues related to diversity of Christian moral principles, including:</p> <ul style="list-style-type: none"> Whether or not Christian ethics are distinctive Whether or not Christian ethics are personal or communal Whether or not the principle of love is sufficient to live a good life Whether or not the Bible is a comprehensive moral guide
Suggested Scholarly views to support this unit:	Aquinas Paley Leibniz Hume Dawkins Darwin F.R Tennant	Suggested Scholarly views to support this unit:	Barth Messer Hays St. Paul Mouw Spohn Turner Ruther Luke Tillich Bultmann Pope Francis
Tier two vocabulary	Sceptic Contingent	Tier two vocabulary	Bible Scriptures Intrinsic Morals Church tradition
Tier three vocabulary	Teleological Cosmological Natural theology Principle of sufficient reason A posteriori argument A priori argument Necessary existence Logical fallacy	Tier three vocabulary	Non-Propositional revelation Propositional revelation Theonomous Christian ethics Heteronomous Christian Sacred tradition Agape love Autonomous Christian Biblicism Conscience Covenant
Homework	<ul style="list-style-type: none"> Additional reading activities Set questions- comprehension based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views 	Homework	<ul style="list-style-type: none"> Additional reading activities Set questions- comprehension based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views Videos to watch and take notes from
Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> One mid unit One end of unit assessment. <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.</p>	Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> One mid unit One end of unit assessment. <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.</p>
Employability skills	Aiming high Numeracy Literacy Creativity Listening Independence Leadership Presenting Staying positive Teamwork Problem solving Communication	Employability skills	Aiming high Numeracy Literacy Creativity Listening Independence Leadership Presenting Staying positive Teamwork Problem solving Communication

Year 12								
Topic	PHILOSOPHY/ETHICS			Topic	Developing Christian Thought			
Kantian Ethics Misconceptions in the unit	<p>Content Kantian ethics, including:</p> <ul style="list-style-type: none"> duty the hypothetical imperative the categorical imperative and its three formulations the three postulates <p>Key Knowledge Origins of the concept of duty (acting morally according to the good regardless of consequences) in deontological and absolutist approaches to ethics. What it is (a command to act to achieve a desired result) and why it is not the imperative of morality. What it is (a command to act that is good in itself regardless of consequences) and why it is the imperative of morality based on:</p> <ol style="list-style-type: none"> Formula of the law of nature (whereby a maxim can be established as a universal law) Formula of the end in itself (whereby people are treated as ends in themselves and not means to an end) Formula of the kingdom of ends (whereby a society of rationality is established in which people treat each other as ends and not means) <p>What they are and why in obeying a moral command they are being accepted:</p> <ol style="list-style-type: none"> Freedom Immortality God <p>AO2 - discuss issues raised by Kant's approach to ethics, including: Whether or not Kantian ethics provides a helpful method of moral decision-making Whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which duty is best served Whether or not Kantian ethics is too abstract to be applicable to practical moral decision-making Whether or not Kantian ethics is so reliant on reason that it unduly rejects the importance of other factors, such as sympathy, empathy and love in moral decision-making</p>			Christian moral actions Misconceptions in the unit	<p>Content The teaching and example of Dietrich Bonhoeffer on:</p> <ul style="list-style-type: none"> duty to God and duty to the State Church as community and source of spiritual discipline the cost of discipleship <p>Key Knowledge Bonhoeffer's teaching on the relationship of Church and State including:</p> <ul style="list-style-type: none"> obedience, leadership and doing God's will justification of civil disobedience <p>Bonhoeffer's role in the Confessing Church and his own religious community at Finkenwalde Bonhoeffer's teaching on ethics as action, including:</p> <ul style="list-style-type: none"> 'costly grace' o sacrifice and suffering solidarity <p>AO2 - discuss issues related to Christian moral action in the life and teaching of Bonhoeffer, including: Whether or not Christians should practise civil disobedience Whether or not it is possible always to know God's will Whether or not Bonhoeffer puts too much emphasis on suffering Whether or not Bonhoeffer's theology has relevance today</p>			
Suggested Scholarly views to support this unit:	Kant Pojman			Suggested Scholarly views to support this unit:	Bonhoeffer St. Matthew Niemoeller St. Luke Augustine	Gruner Niebuhr Barth Kelly		
Tier two vocabulary	Duty Good will			Tier two Vocabulary	Passion Solidarity			
Tier three vocabulary	Moral law Categorical imperative Universal law of nature	Maxims Kingdom of ends Synthetic propositions	Summum Bonum Hypothetical imperative Analytic propositions	Tier three vocabulary	Discipleship Consequential ethics Theology of crisis	Cheap grace No rusty swords Tyrannicide	Costly grace Religionless Christianity Utopia	Barmen declaration Secular pacifism

Homework	<ul style="list-style-type: none"> Additional reading activities Set questions- compression based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views Videos to watch and take notes from 	Homework	<ul style="list-style-type: none"> Additional reading activities Set questions- compression based Paragraphs whereby they will summarise a philosopher Comparison tables whereby they will consider the strengths and issue with set philosophical views Videos to watch and take notes from 																								
Assessment	<p>Students will complete two formal high-level assessments:</p> <ul style="list-style-type: none"> One mid unit One end of unit assessment <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.</p>	Assessment	<p>Students will complete two formal high-level assessments:</p> <ul style="list-style-type: none"> One mid unit One end of unit assessment <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes</p>																								
Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication	Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication
Aiming high	Literacy	Creativity																									
Numeracy	Independence	Leadership																									
Listening	Staying positive	Teamwork																									
Presenting	Problem solving	Communication																									
Aiming high	Literacy	Creativity																									
Numeracy	Independence	Leadership																									
Listening	Staying positive	Teamwork																									
Presenting	Problem solving	Communication																									

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
<p>Euthanasia</p> <p>(Set as an independent unit to study throughout February and half term)</p> <p>Misconceptions in the unit</p>	<p>Content- Key ideas, including:</p> <ul style="list-style-type: none"> sanctity of life quality of life voluntary euthanasia or non-voluntary euthanasia <p>Key Knowledge The religious origins of this concept (that human life is made in God's image and is therefore sacred in value). The secular origins of this significant concept (that human life has to possess certain attributes in order to have value). What it is (that a person's life is ended at their request or with their consent) and its use in the case of incurable or terminal illness. What it is (that a person's life is ended without their consent but with the consent of someone representing their interests) and its use in the case of a patient who is in a persistent vegetative state.</p> <p>AO2 discuss issues raised by euthanasia, including:</p> <ul style="list-style-type: none"> The application of natural law and situation ethics to euthanasia Whether or not the religious concept of sanctity of life has any meaning in twenty first century medical ethics Whether or not a person should or can have complete autonomy over their own life and decisions made about it Whether or not there is a moral difference between medical intervention to end a patient's life and medical non-intervention to end a patient's life 		
Tier 2 vocabulary	Dignity Palliative care Hospice		

Tier 3 vocabulary	Non-treatment decision Passive euthanasia Quality of life Autonomy and the right to die Non-voluntary euthanasia	Active euthanasia Sanctity of life Personhood Voluntary euthanasia Involuntary euthanasia		
Homework's:	•			
Assessment	Students will complete two formal high-level assessments. <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes			
Employability skills	Aiming high Numeracy Listening Presenting	Literacy Independence Staying positive Problem solving	Creativity Leadership Teamwork Communication	

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
Soul, body and mind Misconceptions in the unit	<p>Content- The philosophical language of soul, mind and body in the thinking of Plato and Aristotle. Metaphysics of consciousness, including:</p> <ul style="list-style-type: none"> • substance dualism • materialism <p>Key Knowledge 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.</p> <p>AO2-discuss issues related to ideas about soul, mind and body, including:</p> <ul style="list-style-type: none"> • Materialist critiques of dualism, and dualist responses to materialism. • Whether the concept of 'soul' is best understood metaphorically or as a reality. • The idea that any discussion about the mind-body distinction is a category error. 		
Suggested Scholarly views to support this unit:	Plato Ryle Ward	Aristotle Dawkins Hebblethwaite	Descartes Flew

Tier 2 vocabulary	Soul Mind Consciousness Substance														
Tier 3 vocabulary	Dualism Property dualism Substance dualism Scepticism Materialism Reductive materialism Category error														
Homework	<ul style="list-style-type: none"> •Additional reading activities •Set questions- comprehension based •Paragraphs whereby they will summarise a philosopher •Comparison tables whereby they will consider the strengths and issue with set philosophical views •Videos to watch and take notes from 														
Assessment	Students will complete two formal high-level assessments. <ul style="list-style-type: none"> •One mid unit •One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes. 														
Employability skills	<table border="0"> <tr> <td>Aiming high</td> <td>Literacy</td> <td>Creativity</td> </tr> <tr> <td>Numeracy</td> <td>Independence</td> <td>Leadership</td> </tr> <tr> <td>Listening</td> <td>Staying positive</td> <td>Teamwork</td> </tr> <tr> <td>Presenting</td> <td>Problem solving</td> <td>Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication		
Aiming high	Literacy	Creativity													
Numeracy	Independence	Leadership													
Listening	Staying positive	Teamwork													
Presenting	Problem solving	Communication													

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
Problem of Evil Unit is studied independently with guidance- provided to students for over (Easter holidays into April) Misconceptions in the unit	<p>Content The problem of evil and suffering:</p> <ul style="list-style-type: none"> • different presentations • theodicies that propose some justification or reason for divine action or inaction in the face of evil <p>Key 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>AO2- discuss issues related to the problem of evil, including: Whether or not Augustine’s view of the origins of moral and natural evils is enough to spare God from blame for evils in the world. Whether or not the need to create a ‘vale of soul-making’ can justify the existence or extent of evils. Which of the logical or evidential aspects of the problem of evil pose the greater challenge to belief. Whether or not it is possible to successfully defend monotheism in the face of evil.</p>		

Suggested Scholarly views to support this unit:	Augustine Hume Mill D.Z Phillips	Irenaeus Mackie Hick Swinburne		
Key terms:	Evil Moral evil Natural evil Free will			
Tier 3 vocabulary	Epistemic distance Privation boni Omnipotent Omniscient Omnibenevolent Logical problem Inconsistent triad Theodicy			
Homework	<ul style="list-style-type: none"> • Additional reading activities • Set questions- comprehension based • Paragraphs whereby they will summarise a philosopher • Comparison tables whereby they will consider the strengths and issue with set philosophical views • Videos to watch and take notes from 			
Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. <p>Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes.</p>			
Employability skills	Aiming high Numeracy Listening Presenting	Literacy Independence Staying positive Problem solving	Creativity Leadership Teamwork Communication	

Year 12			
Topic	PHILOSOPHY/ETHICS	Topic	Developing Christian Thought
<p>Situation ethics</p> <p>Misconceptions in the unit</p>	<p>Content Fletcher’s situation ethics, including:</p> <ul style="list-style-type: none"> • agape • the six propositions • the four working principles • conscience <p>Key Knowledge- Origins of agape in the New Testament and its religious development in the writing of Fletcher. What they are and how they give rise to the theory of situation ethics and its approach to moral decision-making:</p> <ol style="list-style-type: none"> 1. Love is the only thing that is intrinsically good 2. Love is the ruling norm in ethical decision making and replaces all laws 3. Love and justice are the same thing—justice is love that is distributed 4. Love wills the neighbour’s good regardless of whether the neighbour is liked or not 5. Love is the goal or end of the act and that justifies any means to achieve that goal 6. Love decides on each situation as it arises without a set of laws to guide it <p>What they are and how they are intended to be applied:</p> <ol style="list-style-type: none"> 1. Pragmatism: it is based on experience rather than on theory 2. Relativism: it is based on making the absolute laws of Christian ethics relative 3. Positivism: it begins with belief in the reality and importance of love 4. Personalism: persons, not laws or anything else, are at the centre of situation ethics <p>What conscience is and what it is not according to Fletcher, i.e. a verb not a noun; a term that describes attempts to make decisions creatively</p> <p>AO2 - discuss issues raised by Fletcher’s theory of situation ethics, including: Whether or not situation ethics provides a helpful method of moral decision-making. Whether or not an ethical judgement about something being good, bad, right or wrong can be based on the extent to which, in any given situation, agape is best served. Whether Fletcher’s understanding of agape is really religious or whether it means nothing more than wanting the best for the person involved in a given situation. Whether or not the rejection of absolute rules by situation ethics makes moral decision-making entirely individualistic and subjective</p>		
<p>Suggested Scholarly views to support this unit:</p>	<p>Joseph Fletcher Rudolph Bultmann Karl Barth Dietrich Bonhoeffer John Macquarrie</p>		

Tier 2 vocabulary	Justice Pragmatism Relativism Positivism Personalism Legalism Antinomianism Subjective Conscience														
Tier 3 vocabulary	Teleological ethics Situation ethics Agape love Extrinsically good														
Homework	<ul style="list-style-type: none"> • Additional reading activities • Set questions- comprehension based • Paragraphs whereby they will summarise a philosopher • Comparison tables whereby they will consider the strengths and issue with set philosophical views • Videos to watch and take notes from 														
Assessment	<p>Students will complete two formal high-level assessments.</p> <ul style="list-style-type: none"> • One mid unit • One end of unit assessment. Students will receive an essay style question and be given 40 minutes to answer this in class without the access to notes. 														
Employability skills	<table border="0"> <tr> <td data-bbox="308 932 575 961">Aiming high</td> <td data-bbox="575 932 902 961">Literacy</td> <td data-bbox="902 932 1326 961">Creativity</td> </tr> <tr> <td data-bbox="308 961 575 991">Numeracy</td> <td data-bbox="575 961 902 991">Independence</td> <td data-bbox="902 961 1326 991">Leadership</td> </tr> <tr> <td data-bbox="308 991 575 1020">Listening</td> <td data-bbox="575 991 902 1020">Staying positive</td> <td data-bbox="902 991 1326 1020">Teamwork</td> </tr> <tr> <td data-bbox="308 1020 575 1050">Presenting</td> <td data-bbox="575 1020 902 1050">Problem solving</td> <td data-bbox="902 1020 1326 1050">Communication</td> </tr> </table>	Aiming high	Literacy	Creativity	Numeracy	Independence	Leadership	Listening	Staying positive	Teamwork	Presenting	Problem solving	Communication		
Aiming high	Literacy	Creativity													
Numeracy	Independence	Leadership													
Listening	Staying positive	Teamwork													
Presenting	Problem solving	Communication													