

Transition Material for A-Level Religious Studies

"There's more to the truth than just the facts"

(Author Unknown)

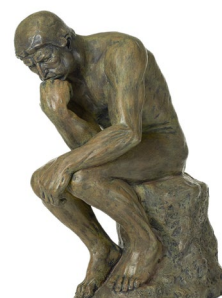
It is great that you are considering doing Religious Studies at A-Level.

This pack contains some activities and resources to prepare you to start an A Level in Religious Studies in September.

Below is a brief outline of what we will be covering from September.

Exam Board – Eduqas (see website for specification)

<http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/>



Component 1: A study of Religion

This component offers the choice of the study of one religion: Christianity

There will be four themes within each option: religious figures and sacred texts; religious concepts and religious life; significant social and historical developments in religious thought; religious practices and religious identity.

Component 2: Philosophy of Religion

There will be four themes within this component: arguments for the existence of God; challenges to religious belief; religious experience; religious language.

Component 3: Religion and Ethics

There will be four themes within this component: ethical thought; deontological ethics; teleological ethics; determinism; free will.

In September, we will start with AS Philosophy = **Theme 1/2: Arguments for the existence of God, Theme 3: The Problem of Evil and Suffering & Theme 4: Religious Experiences. We will then explore AS Ethics and finally AS Christianity (in year 12).**



Activity: Glossary

Find and record the meaning to the following key philosophical terms. This will help you prepare for the Philosophy of Religion component of the course.

Term	Meaning
A Priori	
A Posteriori	
Empirical	
Inductive	
Deductive	
Metaphysical language	
Cognitive language	
Analogy	
Predicate	
Myth	

Research task

What was the Enlightenment period and what were the main ideas which came about from this age?



Baseline question

The following question will be set in the first half term to assess whether you are suitable for the course. You will have preparation time within lessons, however, you can prepare now to help you better understand the key arguments and points.



a) Examine Aquinas' Cosmological Argument for the existence of God. [20]

Demonstrate knowledge and understanding of religion and belief, including:

- Religious, philosophical and/or ethical thought and teaching
- Influence of beliefs, teachings and practices on individuals, communities and societies
- Cause and significance of similarities and differences in belief, teaching and practice
- Approaches to the study of religion and belief.

<https://www.youtube.com/watch?v=TgisehuGOyY>

<https://grademiners.com/free-papers/religion-theology/aquinas-the-cosmological-argument-for-the-existence-of-god>

<https://revisionworld.com/a2-level-level-revision/religious-studies-level-revision/philosophy-religion/arguments-existence-god/cosmological-argument>

Reading List - Essentials

- WJEC/EDUQAS Religious Studies for A-Level Year 1 & AS Philosophy of Religion and Ethics by Richard Gray and Karl Lawson ***Key textbook**
- WJEC/Eduqas Religious Studies for A Level Year 1 & AS – Christianity by Gwynn Gwilym ***key textbook**
- WJEC/EDUQAS Religious Studies for A Level Year 2 Philosophy of Religion by Peter Cole and Karl Lawson ***Key textbook**
- WJEC/EDUQAS Religious Studies for A Level Year 2 & A2 Christianity by Gregory A. Barker ***Key textbook**

Other suggested Reading

- WJEC AS Religious Studies: An Introduction to Philosophy of Religion by Karl Lawson, Andrew Pearce
- Philosophy of Religion for AS Level By Michael B. Wilkinson
- As Philosophy Revision Guide for Aqa (Unit C) By Brian Poxon
- AS and A Level Religious Studies: Philosophy and Ethics Through Diagrams by Greg Dewar · OUP Oxford
- Philosophy of Religion for A Level - OCR Edition by Anne Jordan

The Following shows you the descriptors for 20 mark questions – These test your knowledge and understanding

A Level Generic Band Descriptors

Band Assessment Objective AO1 – Part (a) questions 20 marks

5

17-20 marks

- Thorough, accurate and relevant knowledge and understanding of religion and belief.
- An extensive and relevant response which answers the specific demands of the question set.
- The response demonstrates extensive depth and/or breadth. Excellent use of evidence and examples.
- Thorough and accurate reference made to sacred texts and sources of wisdom, where appropriate.
 - Insightful connections are made between the various approaches studied.
- An extensive range of views of scholars/schools of thought used accurately and effectively.
 - Thorough and accurate use of specialist language and vocabulary in context.

4

13-16 marks

- Accurate and relevant knowledge and understanding of religion and belief.
- A detailed, relevant response which answers the specific demands of the question set.
- The response demonstrates depth and/or breadth. Good use of evidence and examples.
- Accurate reference made to sacred texts and sources of wisdom, where appropriate.
 - Purposeful connections are made between the various approaches studied.
- A range of scholarly views/schools of thought used largely accurately and effectively.
 - Accurate use of specialist language and vocabulary in context.

3

9-12 marks

- Mainly accurate and relevant knowledge and understanding of religion and belief.
- A satisfactory response, which generally answers the main demands of the question set.
- The response demonstrates depth and/or breadth in some areas. Satisfactory use of evidence and examples.
 - Mainly accurate reference made to sacred texts and sources of wisdom, where appropriate.
 - Sensible connections made between the various approaches studied.
 - A basic range of scholarly views/schools of thought used.
 - Mainly accurate use of specialist language and vocabulary in context.

2

5-8 marks

- Limited knowledge and understanding of religion and belief. Basic level of accuracy and relevance.
 - A basic response, addressing some of the demands of the question set.
- The response demonstrates limited depth and/or breadth, including limited use of evidence and examples.
 - Some accurate reference made to sacred texts and sources of wisdom, where appropriate.
 - Makes some basic connections between the various approaches studied.
 - A limited range of scholarly views/schools of thought used.
 - Some accurate use of some specialist language and vocabulary in context.

1

1-4 marks

- Very limited knowledge and understanding of religion and belief. Low level of accuracy and relevance.
 - A very limited response, with little attempt to address the question.
- The response demonstrates very limited depth and/or breadth. Very limited use of evidence and examples.

- Little or no reference made to sacred texts and sources of wisdom, where appropriate.
 - Little or no use of scholarly views/schools of thought.
 - Very few or no connections made between the various approaches studied.
 - Some grasp of basic specialist language and vocabulary.
- N.B. A maximum of 2 marks should be awarded for a response that only demonstrates 'knowledge in isolation'**

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- No relevant information.

Activity

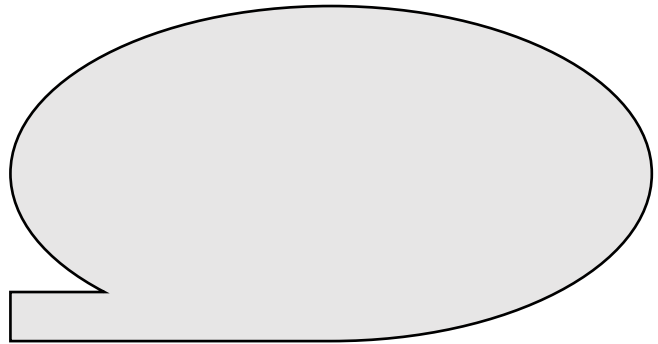
1. Create a brief profile (date, birth, key ideas) of the following important philosophers;

Thomas Aquinas

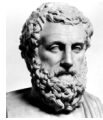


Key Question to find out...

Look up Aquinas' Fifth way. How does attempt to show God is the designer of the universe?

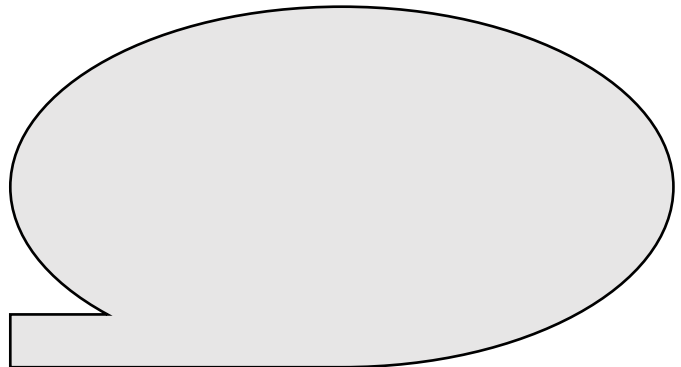


Aristotle



Key Question to find out...

What did Aristotle say was the purpose of life?

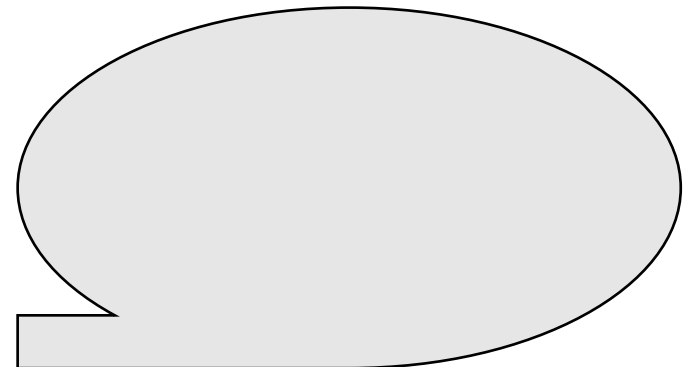


J.L. Mackie

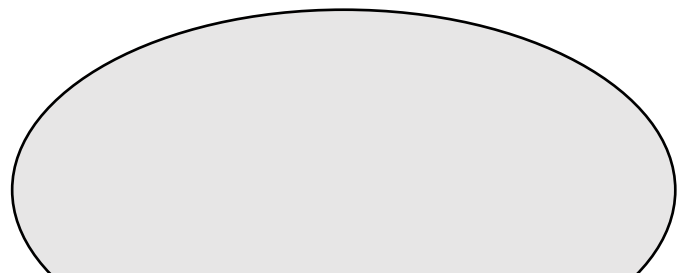


Key Question to find out...

What did Mackie say about the Problem of Evil?



David Hume



Key Question to find out...

Why and how does David Hume challenge a belief in God?

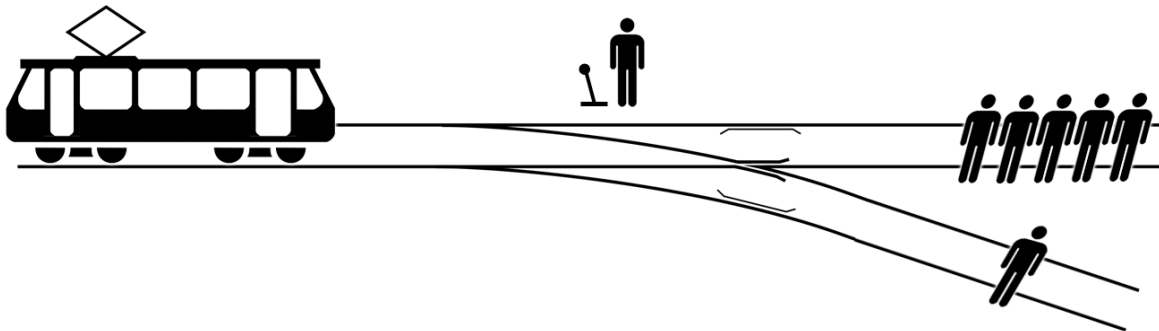
Activity: Ethics

You see a runaway trolley moving toward five tied-up (or otherwise incapacitated) people lying on the tracks. You are standing next to a lever that controls a switch. If you pull the lever, the trolley will be redirected onto a side track, and the five people on the main track will be saved. However, there is a single person lying on the side track. You have two options:

1. Do nothing and allow the trolley to kill the five people on the main track.
2. Pull the lever, diverting the trolley onto the side track where it will kill one person.

What would you do?

What would a Utilitarian do?



Activity – Research the bombing of Hiroshima and Nagasaki by American forces

Was it right to drop the nuclear bomb on Japan in 1945?

YES



NO