

# KS4 Religious Education – Year 11

## Unit 4 – Religious Philosophy and Ultimate Questions

	Topics Covered	Assessment
<p><b>YEAR 11 AUTUMN TERM</b></p> <p>Weeks – 1-15</p> <p>5<sup>th</sup> September – 21<sup>st</sup> December 2016</p>	<p><b>The Existence of God</b></p> <ul style="list-style-type: none"> <li>• First Cause argument (cosmological argument);</li> <li>• Design argument (teleological argument);</li> <li>• argument from miracles;</li> <li>• argument from religious experience;</li> <li>• argument from morality;</li> <li>• Arguments against belief in the existence of God. • they will also be expected to be able to outline basic problems with the arguments;</li> <li>• how plausible/strong are the arguments?;</li> <li>• what faults lie within them?</li> </ul> <p><b>The Problem of Evil and Suffering</b></p> <ul style="list-style-type: none"> <li>• the Problem of Evil – a definition;</li> <li>• What is evil? – examples and definition;</li> <li>• What is its nature? – Impersonal force, a personal being, or psychological phenomena?;</li> <li>• Where does evil originate?;</li> <li>• What questions does evil raise about God’s love, power and purpose?;</li> <li>• how do religious believers resolve the problem of evil in terms of their beliefs, for example in terms of believing in an all-loving, all-powerful, all-knowing God?;</li> <li>• How do/should believers respond in the face of evil?</li> <li>• the Problem of Suffering – a definition;</li> <li>• What are the forms of suffering?;</li> <li>• is suffering natural or man-made?;</li> <li>• In what ways is suffering unjust?;</li> <li>• has suffering any purpose?;</li> <li>• What questions does suffering raise about God’s love, power and purpose?;</li> <li>• the concept of karma as an explanation for evil in the world;</li> <li>• how do religious believers resolve the problem of suffering in terms of their beliefs, for example in terms of karma or believing in an all-loving, all-powerful, all-knowing God?;</li> <li>• how do/should believers respond in the face of suffering?</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly homework</li> <li>• PT1 assessment</li> <li>• Exam question to be graded at the end of each topic covered</li> <li>• Class work marked and graded</li> </ul>
<p><b>Year 9 Spring Term</b></p> <p>Weeks – 16-26</p> <p>9<sup>th</sup> January – 31<sup>st</sup> March</p>	<p><b>Miracles</b></p> <ul style="list-style-type: none"> <li>• what do we mean by miracles? – something impossible, something contrary to the laws of nature, something only God does;</li> <li>• does God work in the world through miracles?;</li> <li>• can humans perform miracles?;</li> <li>• examples of miracles from scripture,</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly homework</li> <li>• PT2 assessment</li> <li>• Exam question to be graded at the end of each topic covered</li> <li>• Class work marked and graded</li> </ul>

2017

- tradition, history and experience;
- evidence of/for miracles;
- the power of miracles in revealing God, and the qualities of God, such as benevolence, omnipotence, immanence;
- the question of to what extent the acceptance of the existence of miracles leads to problems for the believer;
- Hume's argument regarding the impossibility of miracles.

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**Science and Religion**

- scientific truth versus religious truth – what each truth is, including examples, and how it is derived; • the issue of an evolving, changing truth versus an absolute truth;
- the issue of compatibility, including the question of whether these types of truth answer the same questions;
- why society seems to favour science over religion in the modern world, and the impact of this.
- origins of the universe – Big Bang versus Genesis 1 creation story;
- interpretations of religious creation stories, and whether this affects their compatibility with scientific theory;
- the Cosmological revolution (development of the round earth theory, and the universe with the sun as its focal point);
- the challenge the Cosmological revolution posed for religious belief in the late Middle Ages.
- origins of life – creation versus evolution; • design versus evolution;
- Darwin's reliance on God to make evolution work; • to what extent science and religion can agree;
- how evolutionary theory – when first put forward by Darwin – was a challenge to religious belief;
- the question of whether humans were created or evolved, and its impact on human attitudes and behaviour within society and to the rest of the world generally.

**Year 9 SUMMER TERM**

Weeks – 27-39

17<sup>th</sup> April – 21<sup>st</sup> July 2017

**Revision**

Year 10 topics - Abortion, War and Peace, Prejudice and Discrimination, Planet Earth

- Monitoring revision plan tasks given
- Weekly homework
- Exam questions to be graded at the end of each topic covered  
Class work marked and graded

**Progress Tracking Assessment dates**

**PT1: 14<sup>th</sup>- 18<sup>th</sup> November 2016 (EN, MA, Sc only)**

**PT2: 23<sup>rd</sup> January – 3<sup>rd</sup> February 2017**

**GCSEs start 15<sup>th</sup> May 2017**