**Study 1: Religion and Ethics – Matters of Life and Death**

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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Christian teachings about the origins and value of the universe** |  |  |  |  |
| * Scientific explanations for the origins of the universe and Christian responses to them, including the work of Georges Lemaitre |  |  |  |  |
| * The value of the universe in Christian teaching |  |  |  |  |
| * Christian responses to the possible view that the universe can be used as a commodity, including interpretations of Genesis 1-2 |  |  |  |  |
| **Christian teachings about the sanctity of life** |  |  |  |  |
| * Why human life is holy |  |  |  |  |
| * How the Bible can be interpreted to show life as special, including reference to being created in the image of God as shown in Genesis 1-3 |  |  |  |  |
| * The importance of sanctity of life for Christians today |  |  |  |  |
| **Christian responses to scientific and non-religious explanations about the origins and value of human life** |  |  |  |  |
| * Such as evolution and survival of the fittest, including Special Agenda IV Diocesan Synod motions capability of science and Christian belief (Diocese of Manchester) |  |  |  |  |
| * The significance of the responses to the scientific and non-religious explanations, such as evolution and survival of the fittest, for Christians today |  |  |  |  |
| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Implications of the value and sanctity of life for the issue of abortion** |  |  |  |  |
| * The nature of abortion |  |  |  |  |
| * Divergent Christian pro-life and pro-choice teachings about abortion, including reference to Humanae Vitae |  |  |  |  |
| * Non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them. |  |  |  |  |
| **Christian teachings and beliefs about life after death** |  |  |  |  |
| * Christian teachings and belief that support the existence of a life after death, including the resurrection of Jesus and Ephesians 2:1-10 |  |  |  |  |
| * Divergent Christian arguments for life after death (including remembered lives, paranormal, logic, reward, comfort and meeting loved ones who have passed on) |  |  |  |  |
| * The significance of belief in life after death for Christians |  |  |  |  |
| **Christian responses to non-religious arguments against life after death** |  |  |  |  |
| * Why Christians reject arguments against belief in life after death (including as a source of comfort, lack of evidence, fraudulent accounts and social control), including 1 Peter 3:18-22 |  |  |  |  |

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| **Topics** | **I’ve got it!** | **Bits and bobs!** | **Oh dear!** | **Questions I still have** |
| **Implications of Christian teachings about the value and sanctity of life for the issue of euthanasia** |  |  |  |  |
| * The nature of euthanasia |  |  |  |  |
| * Christian teachings and divergent responses to euthanasia, including support for hospice care and interpretations of Job 2:1-10 |  |  |  |  |
| * Non-religious (including atheist and Humanist) arguments surrounding its use, including the application of ethical theories, such as situation ethics, and Christian responses to them |  |  |  |  |
| **Christian response to issues in the natural world** |  |  |  |  |
| * Christian responses to threats to the world, including pollution, global warming and the use of natural resources |  |  |  |  |
| * Stewardship and humanity’s role as stewards, including The Christian Declaration of Nature, Assisi 1986 |  |  |  |  |
| * Differing Christian responses to animal rights, including animal experimentation and the use of animals for food, including the application of ethical theories such as utilitarianism |  |  |  |  |

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| **Exam 1**  **Study 1 -  Religion and Ethics: Christianity focus (1RB0/1A-1G)** | **Exam 2**  **Study 2 - Religion, Peace and Conflict: Islam focus**  **(1RB0/2A-2G)** |
| Time: 1 hr 45 minutes | Time: 1 hr 45 minutes |
| Content overview:   * Christian beliefs * Marriage and family * Living a Christian life * Matters of life and death | Content overview:   * Muslim beliefs * Crime and Punishment * Living a Muslim life * Peace and Conflict |

**State** – Provide knowledge of religion and belief by recalling factual information

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| **Outline**  - Provide knowledge of religion and belief by recalling factual information |



**Describe** – Provide an understanding of religion and belief and contrast with that of another

**Explain** – There are two ways this command word will be used:

1. (4 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response
2. (5 marks) Provide understanding of an aspect of religion and belief and developing this beyond a habitual response. In addition, students will be required to reference one source of wisdom or authority in support of their explanation.

**Evaluate** – Interpret a given stimulus in order to consider different viewpoints and perspectives relating to the importance or significance of a particular aspect of religion or belief. Deconstruct the information or issue at hand, by constructing logical chains of reasoning and making connections between the elements in the question. Arguments must be justified by the appraisal of evidence leading to a supported conclusion.