

# Religious Studies

## Year 11 Transition Booklet

### Beths Grammar School

Student Name:



Penlee lifeboat, Cornwall.

On 19th december 1981 all 8 volunteer crew members of the Penlee lifeboat, launching from the village of Mousehall, perished whilst attempting to rescue a ship in difficulty. The two youngest crew members were just 23 years old.

<https://rnli.org/about-us/our-history/timeline/1981-penlee-lifeboat-disaster>

Acts of altruism like this could be used to support the view that humans are made in the image of God. In the words of Jesus, "Greater love has no-one than this, that he lay down his life for his friends."  
John 15:13

Thank you for choosing to take Religious Studies at Beths.

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## Specification Overview

We use the Eduqas Exam Board, the full specification can be found here:

<https://www.eduqas.co.uk/media/i4tjifbc/eduqas-a-level-religious-studies-spec-from-2016-e-200219-pdf.pdf>

We study Philosophy of Religion (p59-66 above), Religion and Ethics (p68-75), Christianity (p10-p17).

The exam board's own study resources are linked here:

<https://resources.eduqas.co.uk/Pages/ResourceByArgs.aspx?subId=26&lvlId=1>

In summary the topics covered are:

### Year 12

#### Year 12 - Philosophy of Religion

Theme 1 - Inductive arguments for the existence of God: Cosmological and Teleological

Theme 2 - Deductive arguments for the existence of God: Ontological

Theme 3- The challenge to religious belief from Suffering and Evil

Theme 4 - Religious Experience

#### Year 12 - Religion and Ethics

Theme 1 - Ethical thought: Divine Command theory, Virtue theory and Ethical egoism

Theme 2 - Aquinas' Natural Law and its application to abortion and euthanasia

Theme 3 - Situation Ethics and its application to human relationships and sexual morality

Theme 4 - Utilitarianism and its application to nuclear deterrence and animal testing

#### Year 12 - Christianity

Theme 1 - Religious figures and sacred texts. Jesus, his birth and resurrection, The Bible.

Theme 2 - Religious concepts. The Nature of God, the Holy Trinity, the Atonement.

Theme 3 - Religious life. Faith and works, the community of believers, moral principles.

Theme 4 - Religious practices and identity. Baptism, Eucharist, festivals.

### Year 13

#### Year 13 - Philosophy of Religion

Theme 1 - All topics covered in Year 12

Theme 2 - Challenges to religious belief - psychology and new atheism.

Theme 3 - Religious experience - miracles

Theme 4 - Religious language - the limitations of human language in talking of God

#### Year 13 - Religion and Ethics

Theme 1 - Ethical thought. Naturalism, Intuitionism, Emotivism.

Theme 2 - Natural Law and its application to the death penalty and issues of immigration.

Theme 3 - All topics covered in year 12

Theme 4 A,B,C - Determinism and predestination

Theme 4 D,E,F - Free will and libertarianism

Year 13 - Christianity

Theme 1- Religious figures and sacred texts. The Bible, the early church, two views of Jesus

Theme 2 - All topics covered in Year 12

Theme 3 A,B,C - Social developments and religious thought: Attitudes towards wealth, immigration and feminism.

Theme 3 D,E,F - Historical development and religious thought: Secularisation, science, pluralism in society.

Theme 4 - Religious practices and identity. Unification, religious experience, poverty and injustice.

# Pre-learning tasks - to be completed for September.

## Key Terms:

At both GCSE and A level significant marks are available for correct and confident use of key terms in context.

<http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2016-17/gft/rsglossary/eng/WJEC%20A2%20Religious%20Studies%20Glossary.pdf>

With the help of this link to the Eduqas glossary answer the following questions:

- 1) What is the difference between 'apocryphal' and 'the Apocrypha'?  
.....
- 2) In the past, when scientific knowledge was more limited, God was given as the solution to those restrictions in our knowledge. This was known as: 'God of the .....'
- 3) Some branches of Christianity focus on implementing change to benefit the oppressed. This type of theology is most often associated with South America. What is it called?  
  
.....
- 4) What does the term 'messiah' mean?  
.....
- 5) What happened in 1910?  
.....
- 6) Moving on to p18, what is a 'right act'?  
.....
- 7) What is Hume's definition of a miracle?  
.....
- 8) Define 'agnostic'.  
.....
- 9) Consider the definitions for both the falsification and verification principles. Come up with an example of a statement that can't be proved true OR can't be proved false.....  
.....
- 10) An analytical statement is a statement that is true by definition, for example, "A triangle has three sides." Give your own, different, example of an analytical statement:  
  
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## Year 12 Philosophy of Religion

The Cosmological Argument

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

Watch this video and then explain what an 'a posteriori' argument is:

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

Now watch part 2 of the video and give the three names associated with the Kalam version of the Cosmological argument:

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### The Teleological Argument

<https://www.youtube.com/watch?v=s06w4pXvUyk>

After watching the above video summarise William Paley's analogy:

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.....  
.....

### The Ontological Argument

This is a bit more tricky to understand, and in fairness is usually a year 13 topic in other specifications so don't be put off if you don't really 'get it'. It goes along the lines:

"God is that than which nothing greater can be conceived.

That which exists in reality is greater than that which exists in the mind only.

Therefore God exists."

<https://www.youtube.com/watch?v=FmTsS5xFA6k>

Watch this 9 minute Crash Course video and then name the monk who argued against Anselm by using the analogy of an island:

.....

### Suffering and Evil

The existence of suffering and evil provides a genuine challenge to religious belief, often on a personal and pastoral level as much as on an abstract and philosophical level. In Biblical times there was a general view that suffering was God's punishment for sin. Read Luke 13:1-4 and explain how Jesus challenges this view.

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.....  
.....

Now, using a selection of the links below and your own research, give a summary of three arguments supporting and three arguments challenging the statement that follows.

The Story of Job.

<https://www.youtube.com/watch?v=GswSg2ohqmA>

Nick Vujicic - Inspirational Christian speaker, born severely disabled.

[https://www.youtube.com/watch?v=3\\_HDkl\\_VWY](https://www.youtube.com/watch?v=3_HDkl_VWY)

Holocaust survivors question their faith.

<https://www.pbs.org/wnet/religionandethics/2001/08/03/august-3-2001-holocaust-survivors-the-search-for-faith/13853/>

The standard philosophical explanation to the challenge of suffering and evil

<https://www.youtube.com/watch?v=qilO5AJkvw>

“The existence of suffering and evil in the world disproves the existence of God.”

Agree because:

1).....  
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2).....  
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3).....  
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Disagree because:

1).....  
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2).....  
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3).....  
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### Religious Experience

To get a taster of the topics covered under this unit I am asking you to look at St. Teresa of Avila. For those students with a religious faith who join us in studying A level Religious Studies my experience

is that they may well have knowledge or experience of religious experience in the context of gifts of the Holy Spirit and Pentecostal experience. Mysticism can be quite an abstract idea for us to explore and provides a level of academic challenge appropriate for A level studies. Please be reassured that having a faith of your own, or no faith at all, gives no automatic advantage or disadvantage in your studies. An analogy could be that having had lots of accidents and illnesses would not make someone a better medical student!

<https://slideplayer.com/slide/15157970/>

Use slides 28-33 of the link above to summarise Teresa's 4 stages of prayer and her 7 mansions:

- 1).....
- 2).....
- 3).....
- 4).....

- 1).....
- 2).....
- 3).....
- 4).....
- 5).....
- 6).....
- 7).....



Theme 1 - Ethical thought: Divine Command Theory, Virtue Theory and Ethical Egoism

Divine Command Theory:

From your own research state the Euthyphro dilemma and name your research source:

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.....  
.....  
.....

Virtue Theory:

[https://www.youtube.com/watch?v=i\\_s7bEP762c](https://www.youtube.com/watch?v=i_s7bEP762c)

From the clip above or your own research (in which case name the source):

Define "Eudaimonia"

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Explain, with an example, Aristotle's idea of the 'golden mean'

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Ethical Egoism:

Max Stirner believed that all our actions are motivated by self-interest, whether we recognise this or not. I personally disagree, I think if we are made in the image of a loving God we are free to express agape kindness to one-another without looking for reward. Selfless actions are not confined to religious believers.

There are also plenty of examples of altruism (make sure you know what this word means) - mountain rescue teams and lifeboat crews are all unpaid volunteers. Give your own example of an action that someone could interpret as serving your own self-interest yet others could interpret as unselfish kindness.

My example:

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.....  
.....  
.....

Theme 2 - Aquinas' Natural Law and its application to abortion and euthanasia

<https://books.openedition.org/obp/4422?lang=en>

Using the link above, read through chapter 3 and from paragraph 18 identify the Aquinas' 4 Primary Precepts (NB - number 2 is usually subdivided, thus giving 5 Primary Precepts)

- 1).....
- 2).....
- 3).....
- 4).....

Many GCSE courses include reference to euthansia and abortion which serve as a valid introduction to these topics at A level.

Theme 3 - Situation Ethics and its application to human relationships and sexual morality

[http://www.bbc.co.uk/ethics/introduction/situation\\_1.shtml](http://www.bbc.co.uk/ethics/introduction/situation_1.shtml)

Using this summary of situation ethics, or your own research (again name sources used), identify three strengths and three weaknesses of this ethical approach:

Strengths:

- 1).....
- 2).....
- 3).....

Weaknesses:

- 1).....
- 2).....
- 3).....

Theme 4 - Utilitarianism and its application to nuclear deterrence and animal testing.

Utilitarianism is an approach to ethics that seeks to achieve, “the greatest good for the greatest number”. Students usually find the topic relatively straightforward, although there is still a lot of content to learn. However, students are often less confident with the application of the theory to the specified topics.

Watch this 19 minute TED talk on nuclear deterrence to give you a foundational knowledge:

<https://www.youtube.com/watch?v=nH6xkjMNdnk>

Now explain your own feelings about the validity of maintaining a nuclear deterrence:

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From the Understanding Animal Research website give three examples of human medicines that owe their development to animal testing.

<https://www.understandinganimalresearch.org.uk/why/forty-reasons-why-we-need-animals-in-research/>

- 1).....
- 2).....
- 3).....

Year 12 - Christianity

Theme 1 - Religious figures and sacred texts. Jesus, his birth and resurrection. The Bible.

Using sources of your own choosing, identify three differences between the infancy narratives in Matthew and Luke.

- 1).....  
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- 2).....  
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- 3).....  
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Source used: .....

What are the 4 proofs offered by Lee Strobel (a former atheist) for the resurrection of Christ:

<https://www.youtube.com/watch?v=FT4Cj-Pi4m0>

- 1).....
- 2).....
- 3).....
- 4).....

The Bible:

There are a total of ..... Books in the Protestant Bible.

The Old Testament was original written in the ..... language.

The New Testament was originally written in the..... language.

Copy out below the proof text of 2 Timothy 3:16

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Theme 2 - Religious concepts. The Nature of God, the Holy Trinity, the Atonement.

The Nature of God. We would usually talk of God as creator; eternal; holy; judge; omnipotent (all-powerful); omniscient (all-knowing); omnipresent (present everywhere) and omnibenevolent (all-

loving). Traditionally we have also referred to God as 'Father'. From the video linked below, name the scholar who refers to God as 'Mother' (at 9.00 mins).

<https://www.youtube.com/watch?v=GtkmRL4vAQQ>

Scholar's name:.....

### The Holy Trinity

The word 'Trinity' does not appear in the Bible, however, the teaching certainly does. The belief in One God in three different persons, Father, Son and Holy Spirit has backing in Scripture. Read the account of Jesus' baptism in Matthew 3:13-17 and explain how it supports the idea of the Trinity:

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### The Atonement

As a basic introduction to this topic simply watch this very short clip and then define atonement.

<https://www.youtube.com/watch?v=1-28v17OWhc>

Atonement:

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.....

Theme 3 - Religious life. Faith and works, the community of believers, moral principles.

Martin Luther (the German monk, not Martin Luther King) objected to the Roman Catholic teaching that salvation could somehow be earned by good works and that salvation was a free gift from God received by faith. In Jesus' own words: "Whoever believes in him shall not perish but have eternal life." (John 3:16) Similarly, the repentant thief on the cross next to Jesus was promised a place in paradise simply on his faith (Luke 23:43). But surely Christians should behave well and do good actions to others? Yes, "faith without deeds is dead." James 2:24 In this unit we look at the link between faith and action.

The community of believers. Read Luke 2:42-47. Summarise below how the believers showed fellowship to each-other:

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Moral principles. The Parable of the Good Samaritan is used by Jesus as a model of love ('agape') for those we would not normally be kind to. Make sure you are familiar with this story (there are plenty of youtube videos - take your pick or read the original text in Luke 10:25+). One commentary on this story states:

"If love is an act of the will—not motivated by need, not measuring worth, not requiring reciprocity—then there is no such category as "unlovable." This is what Jesus teaches in the parable of the good Samaritan." crossway.org

In your own words explain how an act of agape love is an act of the will rather than an expression of emotion, use an example from your own experience if this helps.

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Theme 4 - Religious practices and identity. Baptism, Eucharist, festivals.

Baptism, using the link below and your own research give two arguments in favour of infant baptism and two arguments in favour of adult baptism.

[https://www.openbible.info/topics/infant\\_and\\_adult\\_baptism](https://www.openbible.info/topics/infant_and_adult_baptism)

In support of adult believers baptism:

1).....

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2).....

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In support of infant baptism:

1).....

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2).....

.....

Eucharist, also called 'Mass' or 'Holy Communion'

Use the link below to try and explain in your own words the basic difference between Roman Catholic and Protestant views on the Eucharist. Make sure you use the terms 'transubstantiation' and 'consubstantiation' in your explanation.

<https://www.youtube.com/watch?v=Z6pEZUUVhYw>

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## Year 13

Year 13 - Philosophy of Religion

Theme 1 - All topics covered in Year 12

Theme 2 - Challenges to religious belief - psychology and new atheism.

Both Freud and Jung challenge religious beliefs on psychological grounds.

<https://www.youtube.com/watch?v=1U440mcseBE>

From the above video, answer:

Freud compared religious rituals to.....

.....

New Atheism (antitheism) criticises religion on several grounds: that it is non-thinking; that it promotes an infantile worldview; it impedes scientific progress. New Atheist advocate the view that superstition, religion and irrationalism should not simply be tolerated but should be countered, criticised, and exposed by rational argument wherever their influence arises in government, education, and politics. In response some have spoken of the 'intolerance of tolerance'. It can also be said that too much emphasis is placed on the apparent contradiction between science and religion - Micheal Behe and David Berlinski make interesting contributions and are well worth researching.

Theme 3 - Religious experience - miracles

We recognise that religious experience goes a long way in supporting an individual's faith and in some cases is the foundation for it -Saul's conversion on the Road to Damascus being the most obvious example. We also explore the various definition of 'miracle' put forward by philosophers, which can include breaking a natural law or an explainable event but with great significance. We then look at the contrasting views of David Hume and Richard Swinburne on the possibility of miracles. This is a fascinating topic, especially when students are able to add their own relevant experience. Below is a link to a testimony of a man paralysed in a car crash and then miraculously healed

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

Now, using the link below or your own research, summarise Hume's 5 arguments against miracles.

<https://www.mytutor.co.uk/answers/6428/A-Level/Philosophy/Explain-Hume-s-Argument-Against-Miracles/>

1).....

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- 2).....  
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- 3).....  
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- 4).....  
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- 5).....  
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Theme 4 - Religious language - the limitations of human language in talking of God

Some philosophers have suggested that religious language is meaningless. In this context meaningless means that we can neither verify nor falsify religious statements, we can't prove them true or false. "Black swans exist" is both true and meaningful - I've seen some. "The moon is made of cheese" is still meaningful (we know how we can disprove it, people have been to the moon) but this statement is also false. With religious statements, let's take "God hears our prayers", it is difficult to see how this statement can be proved true or false. If, then, religious language is meaningless under this definition how are we able to talk about God or our own spiritual experience at all? This unit examines the challenges and possible solutions available. The first couple of minutes of this clip gives you a further introduction to these ideas:

<https://www.youtube.com/watch?v=8pzGW1XfDTg&list=PL2ggVdhXSioxVEVyZsyinGanBhv5ywAL7>

Now come up with your own statements. Remember meaningful in this context means they can be tested to be true or false.

Meaningful and true

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.....

Meaningful and false

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.....

Meaningless

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.....

## Year 13 - Religion and Ethics

Theme 1 - Ethical thought. Naturalism, Intuitionism, Emotivism.

Ethical Naturalists take a scientific approach to ethics saying that moral statements can be factual in the same way that chemical properties are facts. Once an ethical statement has been verified as true, this means that it is an objective fact and true regardless of opinion. We can observe the destructive nature of some acts and deduce that these acts are wrong. We live a moral life if we fulfil our moral duty.

Intuitionists claim that there are basic, self-evident, moral facts that cannot be defined with reference to the natural world but which nonetheless can be known. These moral facts are not subject to opinion or relative to culture. They exist objectively and apply universally, like gravity. They claim that all humans have the ability to know intuitively the difference between right and wrong. 'Good', like the colour 'yellow' cannot be easily defined, but we know what it looks like.

Emotivists maintain that all moral statements are relative and subjective. They would say that ethical statements make no truth claims about the world and say nothing that can be proved true or false. On a basic level ethical statements are simply an expression of approval - "hurrah for animal testing!" or condemnation - "boo to stealing!". Another function of these ethical statements, these expressions of emotions, is to persuade others to react likewise- "that's awful isn't it?" We can choose different words to make the strength of the statement more urgent.

This is a simple overview, but to what extent would you agree or disagree with each of these positions?

Naturalism

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Intuitionism

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Emotivism

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Theme 2 - Natural Law and its application to the death penalty and issues of immigration. We have already had an introduction to Natural Law in Year 12 in Year 13 we see how this is developed by John Finnis (seven basic human goods and nine requirements of practical reason) and by Bernard Hoose’s proportionalism (moral laws are absolute unless there is a proportionate reason to go against them).

I suggest, but do not require, that you watch this 10 minute clip from BBC Teach on the death penalty:

<https://www.youtube.com/watch?v=qgo0vYvrSPU>

Now see how you can relate this topic to the primary precepts you have already identified:

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Theme 3 - All topics covered in year 12

Theme 4 A,B,C - Determinism and predestination

John Calvin (1509 - 1564) was a firm believer in the doctrine of predestination, the teaching that God has already decided who will be saved and who will perish and as humans we are unable to influence or resist this destiny. His theory can be summarised under the acronym TULIP. Watch this brief video and then explain the acronym.

[https://www.youtube.com/watch?v=63W\\_Z-XOEJ0](https://www.youtube.com/watch?v=63W_Z-XOEJ0)

T=.....  
U=.....  
L=.....  
I=.....  
P=.....

Hard determinism states that all human behaviour is caused by something external to us, so there are no free decisions. This gives us a very mechanistic approach to human behaviour, every physical

action having a physical cause. The English philosopher John Locke suggested that free will was just an illusion, like a man waking up in a locked bedroom believing he could choose to leave if he wanted to. We also look at psychology and Pavlov's classical conditioning where a bell was rung at dinner time and the dogs started to salivate. But what has this got to do with religious studies? If our actions are predetermined, how, then, can we be rewarded for the good we do or punished for the bad we do? Also, if everything is predetermined what is the point of prayer?

#### Theme 4 D,E,F - Free will and libertarianism

The concept of free will is established in the very beginning of the Bible when Adam and Eve choose to eat the forbidden fruit...and then face the consequences of their actions. The doctrine of Original Sin suggest that we are all bound to follow in their footsteps but Pelagius, an early British theologian wanted humanity to take responsibility for our own sin rather than blame it on Adam. He thought we should put effort into acting in a manner that pleases God (Matthew 5:48). According to Pelagius, predestination is God's foreknowledge, not his direction of our action. God knows in advance who will seek pardon and salvation for their sins but does not cause our salvation or damnation. Similarly, as a teacher I know in advance which of my students are likely to arrive promptly, stay on task and do excellent work.

Libertarianism is a non-religious stance that asserts free decision-making, a position supported by the French philosopher Jean Paul Sartre, who we study. We also look at Angela Sirigu's work in the field of neuroscience and free will. From a psychological perspective we examine how childhood conditioning determines future behaviours. Just as with determinism these issues have religious implications.

For an overview on some of the issues raised in the free will/determinism debate watch crash course:

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

Now read (or to be honest scan through) this article from Philosophy Now and choose a quote which most closely reflects your own views.

[https://philosophynow.org/issues/76/How\\_Are\\_We\\_Free](https://philosophynow.org/issues/76/How_Are_We_Free)

Quote:

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.....  
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.....

## Year 13 - Christianity

Theme 1- Religious figures and sacred texts. The Bible, the early church, two views of Jesus  
The Bible as a source of wisdom and authority.

In this topic we examine how agreement was reached on which books should be included in the Bible (this is called the 'canon of scripture') and in which order. We also explore the range of interpretations of the extent to which the Bible is the inspired Word of God, recognising that the writers at the time would have had a level of knowledge appropriate to their own time. Even today we say the sun rises in the east and sets in the west, although that is wrong on two counts. This three minute clip gives a good introduction to the topic:

<https://www.youtube.com/watch?v=zzlxAB3Mh0U>

In studying the early church we examine the views of two scholars, C.H.Dodd and Rudolf Bultmann who reflect on the book of Acts and consider how accurately St. Paul and the early church interpreted the life and message of Jesus.

In examining the life of Jesus, N.T.Wright concludes that he is the true Messiah, by contrast, J.D.Crossan sees Jesus as a 'Mediterranean Jewish peasant.' For Crossan the image of Jesus as a wise teacher rather than a miracle worker is much more believable. N.T.Wright focuses on how our own worldview can influence our interpretation of events and we have to put on the mindset of the people of that time. Some may suggest there is a distinction between the Jesus of history and the Christ of faith. The simple task now, regardless of your own faith (or lack of faith), is just to list everything you already know about Jesus:

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Theme 2 - All topics covered in Year 12

Theme 3 A,B,C - Social developments and religious thought: Attitudes towards wealth, immigration and feminism.

“For the love of money is the root of all kinds of evil.” 1 Timothy 6:10

This can be seen in the greed that drives people smuggling and drug dealing to cutting corners with safety equipment which left 3,800 dead at the chemical plant in Bhopal, India on December 3rd 1984

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1142333/>

The Bible and especially the New Testament is full of teaching on the correct Christian attitude towards wealth and yet we see a range of practices in the church from the asceticism of the monastic lifestyle to the extravagance of the prosperity Gospel. What is the right balance? I invite you to watch this 6 minute clip from the preacher Tony Campolo- a chapter in one of his books is titled: “Would Jesus drive a BMW?”

<https://www.youtube.com/watch?v=sQl2cY1ZFf0>

Does he have a point? What do you think?

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.....  
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Immigration.

Christianity is the religion with the largest representation amongst immigrants to the UK who have a religious affiliation. This large influx of Christians has caused traditional churches to reflect on how effectively they welcome and integrate newcomers into their community. The growth of Pentecostal churches has been especially significant, with both the Redeemed Christian Church of God (RCCG) and Kingsway International Christian Church (KICC) having substantial congregations. The KICC crossover service at the start of this year was certainly packed! Go on the KICC website and state two aspects of their vision below:

- 1).....  
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- 2).....  
.....

Feminism

With reference to Libby Lane, summarise the Church of England’s view on female bishops:

<https://www.bbc.co.uk/news/uk-30510137>

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Theme 3 D,E,F - Historical development and religious thought: Secularisation, science, pluralism in society.

Secularisation.

Traditional church attendance has declined. In 1950 67% of the population were baptised, but by 2011 this had dropped to only 12%. The full picture is obviously more complex than this. Choose one of the tables linked here and then give your own comments or interpretations on what the data is suggesting:

<https://faithsurvey.co.uk/uk-christianity.html>

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Challenges from science

Richard Dawkins says that the evidence suggest that religion offers no real answers to the question we ask. In fact, it is prone to anti-intellectualism and violence. He even compares religion to a dangerous virus that children should be protected from. Science, according to Dawkins, is actively unlocking the mysteries of life. Alister McGrath, Professor of Science and Religion at the University of Oxford is a former atheist and counters Dawkins' criticisms of religion. Listen to his views here:

<https://www.youtube.com/watch?v=B53Dh10NTpY>

Pluralism.

What do Christians believe about people in other religions? John Hick takes the view that, "all the religions of mankind, including our own, serve and revolve around him (God)." Would it not be better, he suggests, to recognise that all people can potentially be on different paths leading to one Ultimate Reality? How might this view challenge Christians in light of John 14:6?

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Theme 4 - Religious practices and identity. Unification, religious experience, poverty and injustice.

Unification.

In this topic we look at what is know as the Ecumenical Movement, where Christian churches of different traditions or denominations seek to work together for common aims. The beginnings of the movement can be traced back to the Edinburgh Missionary Conference of 1910. For a long time the Roman Catholic church was hostile to this endeavour. This has changed more recently, for example

Pope Francis and Archbishop of Canterbury Justin Welby have met several times and produced a joint statement on Christian unity. You will need to become familiar with the mission and work of the World Council of Churches.

From this link give three examples of how Christians work together regardless of their tradition:  
<https://www.archbishopofcanterbury.org/about-archbishop/christian-unity/how-archbishop-works-unity>

- 1).....
- 2).....3).....
- .....

#### Religious experience - the Charismatic and Pentecostal Movement

The history of the modern Pentecostal movement is often traced back to the Azusa Street Revival of the early 1900's. Today the Pullitzer Center states:

“Pentecostal Christians believe that the Holy Spirit is here and now. An estimated 35,000 people join the Pentecostal church each day. Of the world's two billion Christians a quarter are now Pentecostal—up from 6 percent in 1980.”

This will come as no surprise to those familiar with Peter's words in Acts 2:17: “In the last days, God says, I will pour out my Spirit on all flesh.”

We study the growth and development of this branch of the church. But we also examine how some have sought to challenge, criticise or explain away accounts of Pentecostal experience.

Define the term 'Glossalia'.....

#### Poverty and injustice.

Is the point of Christianity to rush to church late, listen to an uplifting message and feel reassured about one day going to heaven? Liberation theology attacks this version of Christianity and calls all Christians to see that their salvation includes fighting for social justice. It is most closely associated with the church in Latin America and we look specifically at the work of Gustavo Gutierrez and Leonardo Boff. They maintain that when Christians take seriously the oppression around them, they will be moved to fight for justice. Liberation theology is the result of 'faith confronted by oppression.' As an introduction to this topic I would like you to give an overview of the life of Oscar Romero in the form of a timeline in the space below. This link from the charity Cafod may help you:

<https://cafod.org.uk/News/International-news/Oscar-Romero-life-timeline>

## Assessment at A Level

At the end of the two year course you will have a 2 hour exam in each of the three units. In those two hours you will have to write two essays from a restricted choice of five questions. Each essay has a part (a) which focuses on describing and explaining a topic and a part (b) which focuses on analysing and evaluating.

In year 12 an example of a questions could be:

- 2.(a) Outline the teleological arguments of Aquinas and Tennant for the existence of God. [25]
- (b) 'Scientific explanations for order in the universe are more persuasive than teleological arguments.' Evaluate this view. [25]

In year 13 an example of a question could be:

1. (a) Explain hard determinism with reference to philosophical, scientific and psychological concepts. [20]
- (b) 'The philosophical concept of hard determinism clearly illustrates humanity has no free will.' Evaluate this view. [30]

Throughout your course your teachers will give you a range of tasks and assessments to equip you for success in your final exams. It is important that you always add corrections and improvements when you get your work back, at Beths we use green pen for this task.

## Expectations

If you have chosen to join or remain at Beths then you are accepting the high standards we set here. Equally, if you have chosen this subject then it is right that we as staff expect diligence, motivation and excellent behaviour from you. To spell this out, this means arriving at lesson promptly with correct uniform and coats off. Your phones are switched off and put away. Casual conversations end and you are fully focused throughout on your learning. In addition you must be properly equipped for every lesson with the relevant stationery and other resources you may need. Files and folders should be complete and well organised.

We would also like to reassure students that having a religious belief, of any faith, or indeed no faith at all, gives no inherent advantage or disadvantage with the course - we have had excellent students from the full range of faith backgrounds. We look forward to teaching you here and trust your time with us will be successful, rewarding and pleasant.

Please bring this completed booklet with you in September.