

GCE AS LEVEL

## RELIGIOUS STUDIES: ETHICS SCHEME OF LEARNING

Component 3: Religion and Ethics First Year / AS

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## Component 3: Religion and Ethics First Year / AS

The principal aim of the Scheme of Learning is to support teachers in the delivery of the new Eduqas AS and A level Religious Studies specification. It is not intended as a comprehensive reference, but as support for professional teachers to develop stimulating and exciting courses tailored to the needs and skills of their own students in their particular centres.

In addition, this document must not be used instead of the specification, but must be used to support the delivery of it. It offers assistance to teachers with regard to possible classroom activities, links to digital resources (both our own, freely available, digital materials and some from external sources), text books and other resources, to provide ideas when planning interesting, topical and engaging lessons.

The intention of this scheme of work is that learners will participate in some independent learning tasks prior to attendance at the lesson. In this way, learners should arrive at the lesson with questions concerning areas that they do not understand, and there is more time for analysis and evaluation of the material within the lesson time. For those who do not wish to take this approach, the activity suggestions should still be flexible enough to be adapted.

Time taken: 37 lessons (including assessments and feedback)

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 1: Ethical Thought</b>					
<b>A. Divine Command Theory</b>					
1	Introduction to Ethics / Vocabulary.	<p>Introduction: should everyone have to follow the same rules? Divide learners into groups of four to discuss. Feedback ideas – write up reasons why they say yes or no on the board.</p> <p>Using an interactive white board, ask the class to look at some definitions of terms: teleological, deontological, consequentialist, objective, subjective, absolutist and relativist. Ask them to match the words with the correct definitions.</p> <p>Repeat the activity with some exemplar moral statements. Learners should be able to identify which statements are deontological etc. if they have understood the first</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=773">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=773</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	Results of each interactive whiteboard task – formative assessment, student led.	Review relevant glossary terms from Guidance for Teaching notes by Eduqas.

		<p>definitions.</p> <p>Give learners a moral dilemma. Ask them to solve it from a teleological perspective and then from a deontological one.</p> <p>Go through what Proportionalism is and ask learners to adjust their answer to the moral dilemma for a proportionalist.</p> <p>In small groups ask them to come up with a list of strengths and weaknesses for each approach. Feedback their best ideas to the rest of the class.</p>			
2	<p>Divine Command Theory:</p> <p>Meta-ethical theory - God as the origin and regulator of morality; right or wrong as objective truths based on God's will/command, moral goodness is achieved by complying with divine command; divine command a requirement of God's omnipotence; divine command as an objective metaphysical foundation for morality.</p> <p>Challenges: the Euthyphro dilemma (inspired by Plato).</p>	<p>Introduction: what is good?</p> <p>In pairs, learners can discuss the above question. Pairs then join to share ideas with another pair. Each group of four share their best idea on the main board.</p> <p>Class discuss potential problems with each of the definitions. Tutor jots their ideas on the board in a different colour.</p> <p>From reading prior to lesson, ask learners to explain how DCT defines good. Put the DCT definition on the board and ask learners to come up with features of this definition of good, e.g. God is omnipotent, omnibenevolent, he orders the whole universe, he is creator, sustainer, humans have a duty to obey.</p> <p>Can they identify difficulties with this? Add</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=773">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=773</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p50</p> <p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	<p>Results of directed learning task – formative assessment – tutor led.</p> <p>Formative assessment for learning: through discussion and brainstorming activity as a whole class.</p>	<p>Read section of the text book or departmental notes on divine-command theory. Learners should complete a comprehension task. This should be handed in to check completion and understanding.</p>

		these ideas to the board in a different colour. If there is time, introduce the Euthyphro question and discuss.			
3	<p>Challenges: the Euthyphro dilemma (inspired by Plato), arbitrariness problem (divine-command theory renders morality as purely arbitrary), pluralism objection (different religions claim different divine commands).</p> <p>Robert Adams' 'Modified Divine Command Theory' (divine command based on God's omnibenevolence).</p>	<p>Look at diagrammatic ways of expressing the difficulties with DCT. Divide the class into three groups and give out large paper and marker pens. Each group can tackle a different problem and then display to the whole class.</p> <p>As a whole class, look at the diagrams and try and identify how Adams' modified version has resolved the problem. Can we modify the diagrams in the light of Adams' response?</p> <p>Look at questions from entrance tickets. Are there any that are still not resolved? Address these as a whole class.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=773">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=773</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	<p>Formative assessment for learning: Consideration as a class of the diagrammatic representations of each dilemma.</p> <p>Application of Adams' modification of the DCT and the result of learner's discussion and adaption of the diagrams.</p>	<p>Read about challenges to DCT and Adam's solutions before the lesson. Bring questions on an entrance ticket.</p>
4	<p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as: whether morality is what God commands.</p>	<p>Mix and match activity. Divide learners into groups of no more than four and give them a selection of arguments concerning DCT – they should be mixed up and a mixture of strengths and weaknesses. Learners should divide these into two piles, strengths and weaknesses. They should then try and match a strength with an opposing counter argument from the other pile.</p> <p>They should end up with two columns of arguments. Get them to use their phones to photograph the end result to print off and add to their notes.</p>	<p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	<p>Formative assessment for learning – results of the mix and match activity.</p>	<p>Read materials on the strengths and weaknesses of DCT – needed for use in the activity in the following lesson. Answer questions to demonstrate comprehension and completion of task.</p>

<b>B. Virtue Theory</b>					
5	<p>Virtue Theory:</p> <p>Ethical system based on defining the personal qualities that make a person moral; the focus on a person's character rather than their specific actions; Aristotle's moral virtues (based on the deficiency; the excess and the mean);</p>	<p>Introduction: watch a short section of the film Divergent. Identify the factions and what qualities are valued in each person.</p> <p>Give the learners a moral dilemma – a train is speeding down a track where a small child is playing on the line. How would a person from each faction react? (Could be group work with each group representing a different faction)</p> <p>Learners can offer suggestions regarding the similarities between the qualities valued by the factions and Aristotle's virtue theory.</p> <p>Go through the list of virtues and ask learners to define the qualities / suggest which definitions they struggled over. Learners could team up and compare and contrast results of the worksheets to see if everyone has the same definitions / can help each other fill in gaps.</p> <p>Provide learners with a worksheet of quotes from Aristotle regarding virtue ethics. Divide into twos and threes. Learners should discuss the quotes and fill in the worksheet by adding their explanation of what the quote means and an evaluation of the ideas.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=880">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=880</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p173-187 <b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p35 <b>Access to Religious Studies, Foundation for the Study of Religion</b> - Libby Ahluwalia (Hodder and Stoughton, 2001) p66 <b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p 111 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p110</p> <p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	<p>Formative assessment task as a result of the independent learning definitions task. Assessment as learning. Learners helping each other and looking at the quality of their own and other's definitions.</p> <p>Comprehension task on Aristotelian quotes.</p>	<p>Reading on Aristotle's Virtue theory / Worksheet of 12 virtues and their respective vices – learners should research the definitions of the terms and fill in the worksheet.</p>
6	<p>Jesus' teachings on virtues (the Beatitudes).</p>	<p>Show the relevant section of the Life of Brian from YouTube: <a href="https://www.youtube.com/watch?v=slbMe-aTY1A">https://www.youtube.com/watch?v=slbMe-aTY1A</a></p> <p>Ask learners if they can explain what is</p>	<p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p>	<p>Formative assessment for learning. Memory task on Jesus' Beatitudes, based on directed learning.</p>	<p>Read about Jesus and his understanding of virtue. Bring a list of three questions they</p>

		<p>supposed to be happening in the background in the scene. Share the questions that they would ask him, from their homework.</p> <p>Learners should identify what the virtues are from Jesus' sermon on the mount. Get into pairs and try and make a list from memory. Compare with the list from another group. Have a competition to see which group can get the most accurate list.</p> <p>Ask learners to identify how these virtues are similar or different from Aristotle. Differences should include that some of Jesus' virtues appear to be Aristotle's vices, some of the 'virtues' are not so much attitudes as social situations that people find themselves in. The goal for Jesus isn't happiness in this life, but in the next.</p>	<p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>		<p>would ask Jesus about what makes a person virtuous.</p>
<p>7</p>	<p>Challenges: virtues are not a practical guide to moral behaviour; issue of cultural relativism (ideas on the good virtues are not universal); virtues can be used for immoral acts.</p> <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as</p> <ul style="list-style-type: none"> <li>• Whether being a good person is better than just doing good deeds.</li> </ul>	<p>"Virtue Theory is of no use when faced with a real life moral dilemma" Evaluate this claim.</p> <p>Give learners a big piece of paper and divide into groups of three. Using the strengths-and-weaknesses entrance tickets, each group must come up with two of the best arguments for and against.</p> <p>Swap the paper with another group. In a different coloured pen, learners should add to the new sheet suggestions why the arguments are strong or weak. Swap again and based on the arguments in front of them, learners should produce a conclusion that the</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=880">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=880</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p173-187 <b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p35 <b>Access to Religious Studies, Foundation for the Study of Religion</b></p>	<p>Formative assessment as learning: Learners must analyse and evaluate the success of each argument they have chosen and select the ones most appropriate to the question. Analysis of the arguments presented by other groups is also assessed here by learners in order to inform responses.</p>	<p>Reading on the challenges to virtue theory. Learners should come with an entrance ticket that contains the strength they think is the most compelling and then the weakness that they are most persuaded by.</p>

	Whether Virtue Theory is useful when faced with a moral dilemma.	arguments lead them to. Send sheets back to the original group to look through and discuss.	- Libby Ahluwalia (Hodder and Stoughton, 2001) p66 <b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p 111 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p110 <a href="https://spaces.hightail.com/space/Y3I7Q">https://spaces.hightail.com/space/Y3I7Q</a>		
8	Feedback from previous timed essay.	DIRT time Green-pen feedback and target setting for students. See some students individually where necessary.	Exemplar responses from text books. <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)	Formative assessment for learning: self-assessment. Student responses in green-pen feedback and target setting.	Re-drafting key paragraphs.

### C. Ethical Egoism

<p>9</p>	<p>Ethical Egoism:</p> <p>Normative agent focused ethic based on self-interest as opposed to altruism; ethical theory that matches the moral agent's psychological state (psychological egoism); concentration on long term self-interests rather than short term interests;</p>	<p>Watch the following clip <a href="https://www.youtube.com/watch?v=DowJfUmlzel">https://www.youtube.com/watch?v=DowJfUmlzel</a></p> <p>What do learners think? Is this example psychological or ethical egoism? Discuss.</p> <p>Give out worksheet containing a variety of different ethical dilemmas and get learners in small groups to talk through what they would do (there are lots of these on TES or on Google Drive for any closed Facebook groups e.g. <i>Save RE or Eduqas A-Level Religious Studies Teachers</i>)</p> <p>As a whole class, do they think it is best for them to do what suits them or to do what is best for the other people in the situation? Give reasons for their arguments. Does their reasoning change if we consider short vs long term interests?</p> <p>Learners can get into pairs and construct a diagram that shows the differences and links between psychological egoism (we do act from self-interest), ethical egoism (we should act from self-interest), and altruism (we can, or should, put others first).</p> <p>Put signs up around the room headed "answered", "might be answered", and "not answered". Ask learners to get out their entrance ticket questions and stand nearest the sign that best represents whether their question has been addressed. Those who think it has can read out their question and tell the class the answer. Those who think</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=881">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=881</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p48-184 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p67</p> <p><a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	<p>Formative assessment for learning via diagram task. Self-assessment from learners with signs question and peer assessment through class supported attempts to address questions.</p>	<p>Reading on ethical egoism from Hightail notes or textbook in preparation for the lesson. Bring entrance tickets in the form of questions, either knowledge based or analysis.</p>
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		maybe can do the same enabling discussion if they need support. Those who think it isn't answered can read out the question and the whole class can address the issues, with support from the tutor.			
10	Max Stirner, self-interest as the root cause of every human action even if it appears altruistic; rejection of egoism for material gain; union of egoists.	<p>Learners should get into pairs and separate out the components of the specification on Max Stirner, using them as column headings on an A3 sheet.</p> <p>Within each column, reduce the text book explanation of Stirner down to a maximum of 8 bullet points for each column. Tutor can circulate and advise as appropriate.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=881">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=881</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p48-184</p> <p><b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p67 <a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	Cumulative assessment to some extent through the definitions of key vocabulary on their Wiki entries. This could be a group task if tutors want to divide up the vocabulary between a small group.	Read about Stirner. Create a worksheet wiki or on-line wiki for the key vocabulary that is used in the text and bring it in.
11	<p>Challenges: destruction of a community ethos; social injustices could occur as individuals put their own interests first; a form of bigotry (why is one moral agent more important than any other?).</p> <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as</p> <ul style="list-style-type: none"> <li>The extent to which ethical egoism inevitably</li> </ul>	<p>Provide learners with a worksheet that lists the main challenges listed in the specification:</p> <ul style="list-style-type: none"> <li>Destruction of community</li> <li>Social injustice</li> <li>Bigotry</li> <li>Leads to moral evil</li> </ul> <p>In groups of 3 or 4 ask them to brainstorm as many ideas as they can for:</p> <ol style="list-style-type: none"> <li>How egoism could bring about these results.</li> <li>A worked example for each challenge, to support their ideas. Here they can make use of the articles they found for</li> </ol>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=881">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=881</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p48-184</p> <p><b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p67 <a href="https://spaces.hightail.com/space/Y3170">https://spaces.hightail.com/space/Y3170</a></p>	<p>Formative assessment for learning and self-assessment by learners in order to complete the worksheet and through the end result.</p> <p>Q&amp;A should be a response of the tutor or other learners to areas that need development as a result of learner self-assessment, or through</p>	Read about challenges to ethical egoism before the lesson. Bring a news article that demonstrates an egoistic approach to moral behaviour.

	<p>leads to moral evil.</p> <ul style="list-style-type: none"> <li>The extent to which all moral actions are motivated by self-interest.</li> </ul>	<p>homework.</p> <ol style="list-style-type: none"> <li>Offer a counter argument for each idea.</li> <li>A scholar who could be used to support an argument.</li> </ol> <p>Learners should then pair up and compare worksheets. Which parts did they manage to get lots of ideas for and which do they need help with? Share ideas and identify which ones they need help with. End with Q&amp;A to iron out any weak areas.</p>	<p><a href="#">170</a></p>	<p>a check of the worksheet results by tutor.</p>	
12	<p>Timed Essay.</p>	<p>Choose past-paper, or exemplar, question from text book or exam-board materials.</p>	<p><a href="http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh">http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p>	<p>Summative assessment of learning: formal assessment: timed essay.</p>	<p>Revision in advance of timed essay (cumulative assessment of learning).</p>
C3T1A-C	<p><i>Extension Task: Whether one of Divine Command Theory, Virtue Theory or Ethical Egoism is superior to the other theories.</i></p>	<p><i>Silent debate. Three big bits of paper on the floor of the room, each with the title of an ethical theory. Learners have a stack of post-it notes and a pen. They should move between sheets sticking a post-it on with a challenge or support to each theory. If they read the post it of another learner, they should stick one over the top with a counter argument or message of support.</i></p> <p><i>Stick the big paper up in separate parts of</i></p>	<p><i>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</i> <i>Richard Gray and Karl Lawson (Illuminate, 2017)</i> <i>The Elements of Moral Philosophy (Fourth Edition) – James Rachels (McGraw-Hill, 2003)</i> <i>Ethics and Religion (Second Edition) – Joe Jenkins (Heinemann, 2003)</i> <i>The Puzzle of Ethics – Peter Vardy</i></p>	<p><i>Formative assessment for learning via the debate.</i></p>	

*the room and ask learners to stand by whichever theory they think is the best. Now verbalise ideas for why their idea is the best and try and present arguments that will persuade others to join them.*

*and Paul Grosch (Fount, 1994)  
Access to Religious Studies,  
Foundation for the Study of Religion  
- Libby Ahluwalia (Hodder and  
Stoughton, 2001)*

## Theme 2: Aquinas' Natural Law – a religious approach to ethics

### A. St. Thomas Aquinas' Natural Law – laws and precepts as the basis of morality:

<p>13</p>	<p>Aquinas' four levels of law (eternal, divine, natural and human); Natural Law derived from rational thought; based on a belief in a divine creator (the highest good as being the rational understanding of God's final purpose). Natural Law as a form of moral absolutism and a theory which has both deontological and teleological aspects.</p>	<p>Mini white boards: do a 5-minute vocab quiz using some of the key vocabulary for this part of the course based on their reading.</p> <p>Short Q&amp;A based on the areas learners struggled with.</p> <p>Natural Law writing task: based on the reading completed for homework, learners should complete an initial writing task on the four levels of law in Natural Law.</p> <p>Display the following criteria on the board:</p> <p><b>Must:</b> Name and define each level  <b>Should:</b> Give an example of the kinds of law that would be in each level  <b>Could:</b> Show how each level relates to the others above and below  <b>Could:</b> Explain what this means for making moral decisions</p> <p><b>Key Vocab:</b> Scripture / deontological / telos / intrinsic / absolute / legalistic / final cause / recta ratio / revealed / highest good</p> <p>The depth that learners go into will be reflected in the levels that they are awarded (Assuming accurate information)</p> <p>Swap responses and mark a partner's work according to the criteria on the board. Assign levels to each criteria to make it easier for learners to see the potential for progress. Once marked work is sent back, learners</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=931">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=931</a></p> <p><a href="https://www.youtube.com/watch?v=Qx_DAtUtLk0&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM">https://www.youtube.com/watch?v=Qx_DAtUtLk0&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM</a></p> <p><a href="https://www.youtube.com/watch?v=a511xqxA7_Y&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM&amp;index=3">https://www.youtube.com/watch?v=a511xqxA7_Y&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM&amp;index=3</a></p> <p><a href="https://www.youtube.com/watch?v=N9_MmzwmdCA&amp;index=9&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM">https://www.youtube.com/watch?v=N9_MmzwmdCA&amp;index=9&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b>  Richard Gray and Karl Lawson (Illuminate, 2017)  <b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p53  <b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p52  <b>Access to Religious Studies, Foundation for the Study of Religion</b> - Libby Ahluwalia (Hodder and Stoughton, 2001) p58  <b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p23  <b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p9</p>	<p>Formative assessment for learning through mini whiteboard quiz, leading into Q&amp;A.</p> <p>Cumulative assessment of learning via natural law writing task in order to promote the importance of directed learning completion.</p> <p>Formative assessment for learning through peer assessment of written task and self-assessment, in order to see how to achieve the higher levels.</p>	<p>Watch / read about the four levels of law from text book or departmental notes, and watch first films. Create a knowledge organiser for the four levels of law.</p>
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		<p>should set their own target to improve their level. Re-draft if there is time.</p>	<p><b>WJEC AS Religious Studies Study and Revision Guide</b> – Karl Lawson and Andrew Pearce (Illuminate, 2012) p76  <a href="https://spaces.hightail.com/space/045hl">https://spaces.hightail.com/space/045hl</a></p>		
14	<p>The five primary precepts (preservation of life, ordered society, worship of God, education and reproduction of the human species) as derived from rational thought and based on the premise of 'doing good and avoiding evil'; the secondary precepts which derive from the primary precepts; the importance of keeping the precepts in order to establish a right relationship with God and gain eternal life with God in heaven.</p>	<p>Quick spot test for learners on the primary precepts to check that reading has been done. Share their secondary precept ideas.</p> <p>Arrange the class into groups of 3 or 4 and give each group a different ethical scenario (such as the ones below). Ask each group to work out what secondary precepts can be formulated that will help the people to know what to do, e.g. :</p> <p><b>Two gay men meet and are attracted to one another. They would like to start a relationship.</b> Learners should establish – no homosexual sex because of reproduction and order society. Also, worship of God since the Bible says no too.</p> <p><b>A terminally sick man is exhausted and in pain, no pain relief is helping him.</b> Learners should establish – no euthanasia or suicide so as to preserve life.</p> <p><b>A 16-year-old girl is pregnant as a result of sex with her 17-year-old boyfriend.</b> Learners should establish – no abortion due to preserve life and they should marry due to order society.</p> <p>Feedback.</p> <p>As a whole class, look at the example of sex.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=931">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=931</a></p> <p><a href="https://www.youtube.com/watch?v=ck9v7mqQ30Q&amp;list=PL2ggVdhXSioyiwO0M7Phg7dnc702JVpM&amp;index=4">https://www.youtube.com/watch?v=ck9v7mqQ30Q&amp;list=PL2ggVdhXSioyiwO0M7Phg7dnc702JVpM&amp;index=4</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b>  Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p53</p> <p><b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p52</p> <p><b>Access to Religious Studies, Foundation for the Study of Religion</b> - Libby Ahluwalia (Hodder and Stoughton, 2001) p58</p> <p><b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p23</p> <p><b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p9</p> <p><b>WJEC AS Religious Studies Study and Revision Guide</b> – Karl Lawson and Andrew Pearce (Illuminate, 2012)</p>	<p>Quick cumulative assessment of learning, spot test to check knowledge in place.</p> <p>Formative assessment for learning through the analysis of how to apply primary and secondary precepts. Feedback allows peer assessment to take place for learning and development.</p>	<p>Prepare for next lesson on natural law, and primary and secondary precepts by reading or watching material in advance of the lesson. Bring an example of one secondary precept they think could be formulated from each primary one.</p>

First establish the purpose / telos (s) of sex.  
Use the primary precepts in order to list all  
the secondary precepts they can regarding  
what sexual behaviour is, and is not, allowed.

p76  
<https://spaces.hightail.com/space/o45h1>

## B. Aquinas' Natural Law – the role of virtues and goods in supporting moral behaviour

15	<p>The need for humans to be more God-like by developing the three revealed virtues (faith, hope and charity) and four cardinal virtues (fortitude, temperance, prudence and justice).</p>	<p>In pairs, learners can list the virtues they have read about. See if they can:</p> <ol style="list-style-type: none"> <li>Get the right number</li> <li>Categorise them correctly into revealed and cardinal</li> <li>Define each one correctly</li> </ol> <p>Give each pair a worksheet with the following scenario or display this scenario on the board. Alternatively, give each group a different scenario to complete this task with.</p> <p>A 16-year-old girl is pregnant. She is single and has not yet finished her GCSE's.</p> <ol style="list-style-type: none"> <li>What do the primary and secondary precepts tell her to do. Why?</li> <li>How will the virtues help her to make the decision? Use examples of the most useful virtues and how they will help, <i>e.g. prudence will help her work through the precepts and think it through, fortitude will give her the strength to go through with the pregnancy whilst completing her studies, justice will ensure the child isn't punished for the mistakes of others etc.</i></li> </ol> <p>Get each group to feedback to the class. Go around the class and see if the questions they had prepared for homework have now been answered. Deal with any that have not.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=931">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=931</a></p> <p><a href="https://www.youtube.com/watch?v=d_qBAGya2Dk&amp;index=8&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM">https://www.youtube.com/watch?v=d_qBAGya2Dk&amp;index=8&amp;list=PL2ggVdhXSioy_iwO0M7Phg7dnc702JVpM</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Elements of Moral Philosophy (Fourth Edition)</b> – James Rachels (McGraw-Hill, 2003) p53</p> <p><b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p52</p> <p><b>Access to Religious Studies, Foundation for the Study of Religion</b> - Libby Ahluwalia (Hodder and Stoughton, 2001) p58</p> <p><b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p23</p> <p><b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p9</p> <p><b>WJEC AS Religious Studies Study and Revision Guide</b> – Karl Lawson and Andrew Pearce (Illuminate, 2012) p76</p> <p><a href="https://spaces.hightail.com/space/o45hi">https://spaces.hightail.com/space/o45hi</a></p>	<p>List the virtues task is a cumulative-assessment task to check knowledge acquired at home.</p> <p>Formative assessment for learning through the virtues task, enhanced further through peer assessment during feedback.</p>	<p>Reading or watching the material on virtues in Natural Law.</p> <p>3-2-1 entrance cards.</p>
16	<p>Aquinas' definition of different types of acts and goods:</p>	<p>Divide the class into groups of 4. Each group should be given a different laminated moral</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=931">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rliid=931</a></p>	<p>Formative assessment for learning, tutor</p>	<p>Reading or watching material</p>

internal acts (the intention of the moral agent when carrying out an action) and external acts (the actions of a moral agent); real goods (correctly reasoned goods that help the moral agent achieve their telos) and apparent goods (wrongly reasoned goods that don't help the moral agent achieve their God given purpose).

scenario. For each one, learners should discuss and answer the following questions:

- 1.) Identify the real good action in this situation – show reasoning.
- 2.) Identify the apparent good action– show reasoning.
- 3.) What could be this person's interior act?
- 4.) What is this person's exterior act?

If there is time in the lesson, groups could then swap scenarios on a carousel, answering the same questions in each case.

Feedback to the whole class. Each group could feedback on a different story.

**Possible stories:**

- Rob is walking to college when he sees another boy that he fancies walking on the other side of the road. Further ahead is a blind girl who is struggling to cross the busy road.
- Aalia and her boyfriend are in their mid-twenties, in a serious and committed relationship, but unmarried. They both want to start having sex. They are both working hard to establish careers.
- Sunil has a terminal illness and has been given a year to live. He is married with two children and his life insurance will not be renewed once the insurance company find

[https://www.youtube.com/watch?v=1pFNGBSvPYE&list=PL2ggVdhXSioy\\_iwOOM7Phg7dnc702JVpM&index=6](https://www.youtube.com/watch?v=1pFNGBSvPYE&list=PL2ggVdhXSioy_iwOOM7Phg7dnc702JVpM&index=6)

[https://www.youtube.com/watch?v=va1as-mq4M0&list=PL2ggVdhXSioy\\_iwOOM7Phg7dnc702JVpM&index=7](https://www.youtube.com/watch?v=va1as-mq4M0&list=PL2ggVdhXSioy_iwOOM7Phg7dnc702JVpM&index=7)

**WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.**

Richard Gray and Karl Lawson (Illuminate, 2017)

**The Elements of Moral Philosophy (Fourth Edition)** – James Rachels (McGraw-Hill, 2003) p53

**The Puzzle of Ethics** – Peter Vardy and Paul Grosch (Fount, 1994) p52

**Access to Religious Studies, Foundation for the Study of Religion** - Libby Ahluwalia (Hodder and Stoughton, 2001) p58

**Ethical Studies (Second Edition)** - Robert Bowie (Nelson Thornes, 2004) p23

**Religion and Ethics for AS Students** – Noel A Davies (UWIC, 2003) p9

**WJEC AS Religious Studies Study and Revision Guide** – Karl Lawson and Andrew Pearce (Illuminate, 2012) p76

<https://spaces.hightail.com/space/o45hl>

checking learning of groups as they progress around the carousel. Offering support where needed. As they go around, the task completion should get quicker and more accurate.

Peer assessment during feedback from tasks.

on the next part of NML on different kinds of goods and acts, in preparation for the lesson. Create or adapt previous knowledge organiser / flow chart for the different aspects of Aquinas' Natural law.



		out. He is not in pain yet, but expects to be before the end.			
17	Feedback from previous timed essay.	DIRT time Green pen feedback and target setting for students. See some students individually where necessary.	Exemplar responses from text books. <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017).	Formative assessment for learning: self-assessment. Student responses in green-pen feedback and target setting.	Re-drafting key paragraphs.

### C. Aquinas' Natural Law – application of the theory:

<p>18</p>	<p>The application of Aquinas' Natural Law to both of the issues listed below:</p> <p>1. abortion</p> <p><b>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</b></p> <ul style="list-style-type: none"> <li>The degree to which human law should be influenced by Aquinas' Natural Law.</li> <li>The extent to which the absolutist and/or deontological nature of Aquinas' Natural Law works in contemporary society.</li> <li>The strengths and weaknesses of Aquinas' Natural Law.</li> <li>A consideration of whether Aquinas' Natural Law promotes injustice.</li> <li>The effectiveness of Aquinas' Natural Law in dealing with ethical issues.</li> <li>The extent to which Aquinas' Natural Law is meaningless without a belief in a creator God.</li> </ul>	<p>Learners can get into groups of 4 and each group is given a scenario of a different woman who is pregnant and might wish to consider abortion for a different reason.</p> <p>In groups each should discuss:</p> <ol style="list-style-type: none"> <li>What the primary / secondary precepts dictate should happen</li> <li>How the virtues might be useful</li> <li>How this could / should impact upon human law</li> <li>How Divine law affects the reasoning process</li> <li>Whether or not the interior / exterior acts could make an abortion excusable through double effect.</li> </ol> <p>Feedback to the class. Have they all made abortion unacceptable? If not, why?</p> <p>Read the following article: <a href="http://www.bbc.co.uk/news/uk-politics-41172426">http://www.bbc.co.uk/news/uk-politics-41172426</a></p> <p>Debate: Can Rees-Moggs hold religious belief in accordance with natural law and remain impartial in matters concerning national law?</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=931">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=931</a></p> <p>Exemplar responses from text books.</p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b></p> <p>Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>Ethical Studies (Second Edition) –</b> Robert Bowie (Nelson Thornes, 2004) p191</p> <p><a href="https://spaces.hightail.com/space/045h1">https://spaces.hightail.com/space/045h1</a></p> <p><a href="http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_18/unit07/eng/three-cases-of-abortion.html">http://resource.download.wjec.co.uk.s3.amazonaws.com/vtc/2015-16/15-16_18/unit07/eng/three-cases-of-abortion.html</a></p>	<p>Formative assessment for learning through the outcome of the small group discussion task through feedback to the class and analysing each other's ideas.</p> <p>Formative or peer assessment of ideas through the Rees-Moggs debate.</p>	<p>Read from the textbook about the main issues (p 159-162). Make a list of the main issues that need to be considered.</p>
<p>19</p>	<p>Aquinas' Natural Law - application of the theory:</p>	<p><a href="http://documentaryheaven.com/terry-pratchett-choosing-to-die/">http://documentaryheaven.com/terry-pratchett-choosing-to-die/</a></p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=931">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=931</a></p>	<p>Formative / peer assessment of each</p>	<p>Learners should read p164-166</p>

	<p>The application of Aquinas' Natural Law to both of the issues listed below:</p> <p>2. voluntary euthanasia</p> <p><b>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</b></p> <ul style="list-style-type: none"> <li>• The degree to which human law should be influenced by Aquinas' Natural Law.</li> <li>• The extent to which the absolutist and/or deontological nature of Aquinas' Natural Law works in contemporary society.</li> <li>• The strengths and weaknesses of Aquinas' Natural Law.</li> <li>• A consideration of whether Aquinas' Natural Law promotes injustice.</li> <li>• The effectiveness of Aquinas' Natural Law in dealing with ethical issues.</li> <li>• The extent to which Aquinas' Natural Law is meaningless without a belief in a creator God.</li> </ul>	<p>Watch part of this documentary, or set it to watch as directed learning.</p> <p>Ask learners in pairs to list the issues that they feel are most important that have been raised in the documentary regarding voluntary euthanasia.</p> <p><b>Whole class discussion:</b> What is the fairest or most just way in which to deal with people like those in the documentary who wish to die at the time and in the manner of their own choosing? Does NML help us to get to this fair outcome?</p>	<p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>Ethical Studies (Second Edition)</b> – Robert Bowie (Nelson Thornes, 2004) p215 <a href="https://spaces.hightail.com/space/o45hl">https://spaces.hightail.com/space/o45hl</a></p>	<p>other's ideas and arguments. Tutor assessment and direction of whole class discussion.</p>	<p>from the text book. Make a list of the main issues that need to be considered. Preparation for timed essay.</p>
20	Timed essay.	Choose past paper question / exemplar question from text book / exam board	<a href="http://www.eduqas.co.uk/qualifications/religious-studies/as-a-">http://www.eduqas.co.uk/qualifications/religious-studies/as-a-</a>	Summative assessment of learning: formal	Revision in advance of the

		materials.	<a href="https://www.wjec.co.uk/media/2016/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh">level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a>  <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)	assessment: timed essay.	lesson.
<b>C3T2A-C</b>	<b>Extension Task:</b> <i>Essay writing preparation for part a and b.</i>	<i>Planning for timed essays: Look through past paper questions and complete a plan.</i> <ol style="list-style-type: none"> <li>1. <i>Plan with notes</i></li> <li>2. <i>Plan without notes</i></li> <li>3. <i>Plan under a time condition without notes. (gradually shorten the time)</i></li> </ol> <i>In each case learner should check their own work back against their notes.</i>	<i>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</i> <i>Richard Gray and Karl Lawson (Illuminate, 2017)</i> <i>Past paper questions.</i>	<i>Formative Self-Assessment for learning.</i>	

### Theme 3: Situation Ethics – a religious approach to ethics

#### A. Joseph Fletcher's Situation Ethics – his rejection of other forms of ethics and his acceptance of agape as the basis of morality

<p>21</p>	<p>Fletcher's rejection of other approaches within ethics: legalism, antinomianism and the role of conscience; Fletcher's rationale for using the religious concept of 'agape' (selfless love) as the 'middle way' between the extremes of legalism and antinomianism;</p>	<p>Mini whiteboard task: give learners a spot quiz regarding the vocabulary of situation ethics (antinomianism, legalism, agape, conscience, relativism, consequentialism, subjective, teleological). Give out worksheet containing an ethical dilemma that includes the decision that was ultimately taken.</p> <p>Ask learners the question: was this decision right or wrong?</p> <p>Get learners to decide in pairs which of the three approaches (legalism, antinomianism and agape) would be the best in this situation. Why have they rejected the alternatives? Feedback.</p> <p>Choose some of the dilemmas from Fletchers' book Situation Ethics – A New Morality, e.g. the pregnant mental-health patient, the bombing of Hiroshima, the mothers and babies on the Boone trail etc. Give a different scenario to each group and ask them to decide how each of the different approaches would respond. Give learners 5 minutes and then get them to move on to the next scenario in a carousel.</p> <p>Feedback: what problems did learners notice with any of the approaches? Do they agree that Agape is the best way to deal with these situations?</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=932">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=932</a></p> <p><a href="https://www.youtube.com/watch?v=CzMIBmjH7uc&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0">https://www.youtube.com/watch?v=CzMIBmjH7uc&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0</a></p> <p><a href="https://www.youtube.com/watch?v=B2oCO4Hkuil&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=2">https://www.youtube.com/watch?v=B2oCO4Hkuil&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=2</a></p> <p><a href="https://www.youtube.com/watch?v=wvsulZaCnOA&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=3">https://www.youtube.com/watch?v=wvsulZaCnOA&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=3</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p133 <b>Access to Religious Studies, Foundation for the Study of Religion</b> - Libby Ahluwalia (Hodder and Stoughton, 2001) p66 <b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p98 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p99 <a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Cumulative Assessment of learning through mini whiteboard task. Formative assessment for learning through feedback from discussion task and application to dilemmas in carousel.</p>	<p>Reading, or watch the film in preparation for lesson on Joseph Fletcher. Come to the lesson with an example of a moral dilemma that might not be best solved with reference to laws.</p>
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<p>22</p>	<p>The biblical evidence used to support this approach: the teachings of Jesus (Luke 10:25-37) and St Paul (1 Corinthians 13). Situation Ethics as a form of moral relativism, a consequentialist and teleological theory.</p>	<p>Give out the Bible references listed in the spec along with a few other choice ones that demonstrate Agape successfully (1 Corinthians 10:23-26, Luke 6:27-36, Matthew 12:1-8, Mark 2:27-28, Mark 12:30-31, John 8:1-11).</p> <p>Learners should create a chart and look up the verses. Include in the chart, the reference, and a summary or extract of the quote.</p> <p>Ask them to discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. Do these quotes show Jesus rejecting law?</li> <li>2. Why do you think Fletcher thought Jesus was a relativist?</li> <li>3. Do you see any evidence that Jesus operated according to a system or principles?</li> <li>4. What, if any, appears to be the purpose(s) of any of the acts in the story?</li> </ol> <p>Feedback and discuss as a whole class. Is there a difference between Fletcher's answer and the learner's answers?</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=932">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=932</a></p> <p><a href="https://www.youtube.com/watch?v=JytXaqWsDFI&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=6">https://www.youtube.com/watch?v=JytXaqWsDFI&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=6</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Puzzle of Ethics – Peter Vardy and Paul Grosch (Fount, 1994) p133</b></p> <p><b>Access to Religious Studies, Foundation for the Study of Religion - Libby Ahluwalia (Hodder and Stoughton, 2001) p66</b></p> <p><b>Ethical Studies (Second Edition) - Robert Bowie (Nelson Thornes, 2004) p98</b></p> <p><b>Ethics and Religion (Second Edition) – Joe Jenkins (Heinemann, 2003) p99</b></p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Cumulative assessment of learning by the tutor of the completion of the chart showing knowledge of the quotes that would be of use.</p> <p>Formative assessment through the discussion task and feedback of how learners are understanding Fletcher's interpretation of scripture, and of how they analyse the scripture themselves.</p>	<p>Reading or watching in preparation for the lesson on Scripture. Research, and come with a Bible quote that seems to illustrate what Fletcher has been saying.</p>
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## B. Fletcher's Situation Ethics – The principles as a means of assessing morality

23	<p>The boss principle of Situation Ethics (following the concept of agape); the four working principles (pragmatism, relativism, positivism and personalism); the six fundamental principles (love is the only good, love is the ruling norm of Christianity, love equals justice, love for all, loving ends justify the means and love decides situationally).</p>	<p>Mini white-board quiz on the 10 principles of situation ethics. May require some discussion. Watch out for definitions of positivism.</p> <p>Go back to the biblical quotes from last lesson. Learners should match a quote to a principle. It is acceptable to have more than one quote used against any principle, and it is acceptable to use a quote more than once. To complete this task, either use an Interactive Whiteboard as a whole class, or mix and match flash cards for small groups. Alternatively, have enough columns in the original chart for individuals to complete the task.</p> <p>Learners should be able to explain why those passages are good examples.</p> <p>Look at an example from Fletcher's book Situation Ethics – A New Morality, e.g. Mrs Bergemier. Apply the principles to the example and discuss what would be the most loving thing to do in this situation. Do all learners agree?</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=932">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=932</a></p> <p><a href="https://www.youtube.com/watch?v=L3s63cvRKl0&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=4">https://www.youtube.com/watch?v=L3s63cvRKl0&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0&amp;index=4</a></p> <p><a href="https://www.youtube.com/watch?v=ANV8febN-xo&amp;index=5&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0">https://www.youtube.com/watch?v=ANV8febN-xo&amp;index=5&amp;list=PL2ggVdhXSiowx0EOMM7Mw5h1KjEj0TPF0</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p133</p> <p><b>Access to Religious Studies, Foundation for the Study of Religion</b> - Libby Ahluwalia (Hodder and Stoughton, 2001) p66</p> <p><b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p98</p> <p><b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p99</p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Cumulative assessment through the mini whiteboard quiz to ensure learners have the knowledge required for the lesson.</p> <p>Formative assessment for learning though the mix and match task, matching biblical knowledge from the previous lesson to the principles to demonstrate understanding and analysis.</p>	<p>Read or watch the material for the lesson on the 10 principles of situation ethics. – prepare for a mini whiteboard quiz on the principles in the next lesson.</p>
24	<p>Feedback from previous timed essay.</p>	<p>DIRT time</p> <p>Green-pen feedback and target setting for students. See some students individually where necessary.</p>	<p>Exemplar responses from text books.</p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b></p>	<p>Formative assessment for learning: self-assessment. Student responses in green-pen</p>	<p>Re-drafting key paragraphs. Read or watch the materials on</p>

			<p>Richard Gray and Karl Lawson (Illuminate, 2017) <a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>feedback and target setting.</p>	<p>homosexuality from the textbook, notes or films available in preparation for next lesson. Write a list of problems they can see with applying Fletcher to homosexuality.</p>
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### C. Fletcher's Situation Ethics – application of the theory

<p>25</p>	<p>The application of Fletcher's Situation Ethics to both of the issues listed below:</p> <p>1. homosexual relationships</p> <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <ul style="list-style-type: none"> <li>• The degree to which agape is the only intrinsic good.</li> <li>• Whether Fletchers' Situation Ethics promotes immoral behaviour.</li> <li>• The extent to which Situation Ethics promotes justice.</li> <li>• The effectiveness of Situation Ethics in dealing with ethical issues.</li> <li>• Whether agape should replace religious rules.</li> <li>• The extent to which Situation Ethics provides a practical basis for making moral decisions for both religious believers and non-believers.</li> </ul>	<p>Divide the class into two groups.</p> <p>Group A must come up with reasons why the church / natural Law / scripture might reject homosexuality.</p> <p>Group B must go through the 10 Principles of situation ethics and establish the reasons why Fletcher would have allowed homosexuality as acceptable for Christians.</p> <p>Organise a class debate in which the following motion is discussed: "Fletcher's Situation Ethics is ineffective in dealing with the ethical issue of homosexuality".</p> <p>Have a vote at the end to see what learners think as a result of the debate. Ask each learner to write a conclusion that justifies the reasoning behind their vote.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?riid=932">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?riid=932</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p175 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p124 <b>The Elements of Moral Philosophy – (Fourth Edition)</b> - James Rachels (McGraw-Hill, 2003) p 44 <b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p 101 <a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Formative assessment for learning through the process of trying out their arguments in debate and through their attempts to justify their position in their written responses. Learners could swap responses with a partner and critique each other's reasoning.</p>	<p>Read or watch materials on analysis and evaluation in preparation for the lesson. Bring an example of a scholar who likes Fletcher and one who doesn't.</p>
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<p>26</p>	<p>The application of Fletcher’s Situation Ethics to both of the issues listed below:</p> <p>2. polyamorous relationships</p> <p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <ul style="list-style-type: none"> <li>• The degree to which agape is the only intrinsic good.</li> <li>• Whether Fletchers’ Situation Ethics promotes immoral behaviour.</li> <li>• The extent to which Situation Ethics promotes justice.</li> <li>• The effectiveness of Situation Ethics in dealing with ethical issues.</li> <li>• Whether agape should replace religious rules.</li> <li>• The extent to which Situation Ethics provides a practical basis for making moral decisions for both religious believers and non-believers.</li> </ul>	<p>Begin the lesson with mini white-board quiz on the different kinds of love i.e. agape / storge / eros / philos. Learners should be able to define correctly.</p> <p><a href="https://www.theguardian.com/world/2017/jul/03/colombia-three-men-union-alejandro-rodriguez-manuel-bermudez-victor-hugo-prada">https://www.theguardian.com/world/2017/jul/03/colombia-three-men-union-alejandro-rodriguez-manuel-bermudez-victor-hugo-prada</a></p> <p>Divide learners into groups of 4. If possible give each group a different news report to read. In each case, learners should be given one or two of the 10 principles of situation ethics that they should apply to the case, in order to decide whether or not the polyamorous relationship is acceptable. They should try and give a piece of scripture to back up their use of the principle.</p> <p>Note: it is vital in their reasoning processes that they are working with the correct definition of love i.e. agape, and not eros, storge or philos.</p> <p>Feedback to the whole class – each group can add their idea to the main board so all can see. Discuss and analyse group ideas.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=932">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=932</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b></p> <p>Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Formative assessment for learning through whole class discussion and feedback from application to current news stories.</p>	<p>Read about polyamorous relationships from textbook or other materials. Make a list of problems they foresee with applying situation ethics to this issue.</p>
<p>27</p>	<p>Timed Essay.</p>	<p>Choose past-paper question or exemplar question from text book or exam-board materials.</p>	<p><a href="http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-">http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-</a></p>	<p>Summative assessment of learning: formal assessment: timed essay.</p>	<p>Revision in advance of the lesson.</p>

			<a href="#">2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a>  <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)		
<b>C3T3A-C</b>	<i>Extension Task: Investigate Fletcher's actual views about Homosexuality and polyamorous relationships.</i>	<i>Make a list of the ways in which situation ethics appears to challenge religious ideas about sexuality.</i>  <i>'Situation ethics promotes immoral behaviour' Evaluate this view. Learners should make a plan for this question that includes reference to different interpretations of the same pieces of scripture.</i>	<i>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics. Richard Gray and Karl Lawson (Illuminate, 2017)</i>  <i>Sex and Ethics – Joe Jenkins (Ethics Online)</i>	<i>Cumulative or Formative assessment can be made through planning of Part B responses.</i>	

## Theme 4: Utilitarianism – a non-religious approach to ethics

### A. Classic Utilitarianism - Jeremy Bentham's Act Utilitarianism: happiness as the basis of morality

28	Introduction to Utilitarianism.	Health or Wealth Game from Exploring Ethics.	<a href="https://www.youtube.com/watch?v=cNOolsITPQU&amp;list=PL2ggVdhXSiowllld9YzkXLd1kPQ0gXpXE">https://www.youtube.com/watch?v=cNOolsITPQU&amp;list=PL2ggVdhXSiowllld9YzkXLd1kPQ0gXpXE</a>  <b>Exploring Ethics</b> – J Hayward, G Jones and Mason. (John Murray, 2000)	Through learner's analysis of the patients and application of the utility principle.	Review relevant vocabulary from Guidance for Teaching from Eduqas.
29	Bentham's theory of 'utility' or 'usefulness'; ultimate aim is to pursue pleasure and avoid pain; principle of utility ('the greatest happiness for the greatest number'). The hedonic calculus as a means of measuring pleasure in each unique moral situation; by considering seven factors: intensity, duration, certainty, remoteness, fecundity, purity and extent.	<p>Ask learners to prepare for mini quiz – A4 sheet of paper, folded length ways. Name at the top on both sides. Learners should write their answers twice, once on each side of the sheet, and then hand one side in. Self-marking the other side.</p> <p>Quiz on the hedonic calculus and other utilitarian terminology from their reading.</p> <p>Divide learners into groups of no more than four. Give each group a different ethical scenario and get them to apply the hedonic calculus.</p> <p>Feedback to the whole class, what do they think would cause maximum happiness and minimum pain?</p> <p>On post-its, write the main problems they experienced when they were trying to formulate the right moral behaviour using the hedonic calculus. Stick the post-its up on the board and ask learners to arrange them in a hierarchy according to which are the most serious or significant problems.</p>	<a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933</a>  <a href="https://www.youtube.com/watch?v=hdOASoWIOI4&amp;list=PL2ggVdhXSiowllld9YzkXLd1kPQ0gXpXE&amp;index=3">https://www.youtube.com/watch?v=hdOASoWIOI4&amp;list=PL2ggVdhXSiowllld9YzkXLd1kPQ0gXpXE&amp;index=3</a>  <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p74 <b>Access to Religious Studies, Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p36 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p87 <b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p 21 <b>The Elements of Moral Philosophy (Fourth Edition)</b> - James Rachels (McGrath-Hill, 2003) p91 <a href="https://spaces.hightail.com/space/W">https://spaces.hightail.com/space/W</a>	<p>Cumulative Assessment of Learning through mini quiz on the Hedonic Calculus.</p> <p>Formative assessment for learning via feedback from ethical scenarios task.</p> <p>Formative assessment of analysis skills through post-it task and resulting analysis.</p>	Reading or watching in preparation for utilitarianism. Learners should come prepared for a mini quiz on the hedonic calculus and other key utilitarian vocabulary.

			<p><a href="#">Upi1</a></p>		
<p>30</p>	<p>Act Utilitarianism as a form of moral relativism, a consequentialist and teleological theory.</p> <p>Not all actions need to be morally assessed as actions are morally right if they conform to a historical rule that has demonstrated that it fulfils the principle of utility (now known as 'Rule' Utilitarianism).</p>	<p>Look at the examples of ethical scenarios learners have brought to the lesson. Discuss how and why they think utilitarianism might work in these situations.</p> <p>Give out a worksheet of ethical scenarios to all learners, e.g. a teenage girl wanting an abortion, a gay couple wanting to get married, a father with a degenerative disease who wants to be euthanised, a group of 4 mixed-gender people who want a polyamorous relationship, a scientist with a possible cure for cancer who wants to test his drug on chimps, a world leader who wishes to warn off a belligerent country by developing a nuclear arsenal.</p> <p>How would act and rule utilitarianism respond in these cases? On their own at first, answer on the worksheet and then join with a partner to share and compare.</p> <p>Feedback to the whole class to check their reasoning and understanding of the difference in approach between act and rule.</p> <p>Whole class discussion. Which approach do they think works more effectively in society, and why?</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933</a></p> <p><a href="https://www.youtube.com/watch?v=GrZp12isYb4&amp;index=2&amp;list=PL2ggVd hXSioWllld9YzkXLd1kPQ0gXpXE">https://www.youtube.com/watch?v=GrZp12isYb4&amp;index=2&amp;list=PL2ggVd hXSioWllld9YzkXLd1kPQ0gXpXE</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p74</p> <p><b>Access to Religious Studies, Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p36</p> <p><b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p87</p> <p><b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p 21</p> <p><b>The Elements of Moral Philosophy (Fourth Edition)</b> - James Rachels (McGrath-Hill, 2003) p91</p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Formative assessment for learning through application of theories to ethical scenarios and analysis of the effectiveness of the theories in class discussion.</p>	<p>Read / watch in advance of lesson on Act Utilitarianism and Rule Utilitarianism – Bring to the lesson ethical examples from current news that they think could be addressed successfully through the use of utilitarianism.</p>

## B. John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules.

<p>31</p>	<p>John Stuart Mill's development of Utilitarianism: types of pleasure, the harm principle and the use of rules:</p> <p>Mill's idea that not all pleasure is the same: 'higher pleasures' (intellectual) are superior to 'lower pleasures' (basic physical pleasure); the 'Harm Principle': the actions of individuals should be limited to prevent harm to other individuals; not all actions need to be morally assessed as actions are morally right if they conform to a historical rule that has demonstrated that it fulfils the principle of utility. (now known as 'Rule' Utilitarianism). Mill's Utilitarianism as a teleological/deontological hybrid.</p>	<p>Whole class discussion: Give learners the sadistic-guards example. What do they think Bentham's version of Act Utilitarianism would say to this? What other problems did they find with Bentham's version?</p> <p>Using an Interactive Whiteboard get learners to brainstorm things that bring about happiness. Ask them to then move the lists around (get two volunteers to do this as directed by the class) so that they are arranged into a group of higher pleasures and a group of lower pleasures.</p> <p>Discussion: did everyone agree? What problems do they foresee? How did they decide on which were better?</p> <p>Look back at the sadistic-guards example and discuss if Mill's version solves this dilemma. Does the issue of higher and lower pleasure solve any other difficulties raised by Bentham?</p> <p>Give an example of the murder of Mary Ann Parsons that would have been current in Mill's time. <a href="http://hansard.millbanksystems.com/commons/1850/mar/26/case-of-mary-anne-parsons">http://hansard.millbanksystems.com/commons/1850/mar/26/case-of-mary-anne-parsons</a> Divide learners into pairs.</p> <ol style="list-style-type: none"> <li>1.) What would the Harm Principle establish as a rule regarding murder in general?</li> <li>2.) Could there be a rule which states that you can kill a person who causes no good to other humans, only cruelty and suffering to several (capital punishment)?</li> </ol>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933</a></p> <p><a href="https://www.youtube.com/watch?v=PGUnk4i2QMw&amp;list=PL2ggVdhXSiowlIld9YzkXLd1kPQ0gXpXE&amp;index=4">https://www.youtube.com/watch?v=PGUnk4i2QMw&amp;list=PL2ggVdhXSiowlIld9YzkXLd1kPQ0gXpXE&amp;index=4</a></p> <p><a href="http://www.iep.utm.edu/mill-eth/">http://www.iep.utm.edu/mill-eth/</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017) <b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p74 <b>Access to Religious Studies, Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p36 <b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p87 <b>Religion and Ethics for AS Students</b> – Noel A Davies (UWIC, 2003) p 21 <b>The Elements of Moral Philosophy (Fourth Edition)</b> - James Rachels (McGrath-Hill, 2003) p91 <b>On Liberty and Other Essays</b> – John Stuart Mill (OUP, 1991) <a href="https://spaces.hightail.com/space/WUp1">https://spaces.hightail.com/space/WUp1</a></p>	<p>Formative assessment for learning through discussion and peer assessment of ideas.</p> <p>Formative assessment for learning through the application of the Harm Principle to a worked example of capital punishment.</p>	<p>Read or watch material in advance of the lesson on John Stuart Mill. Come to the lesson with ideas for the problems that Bentham's version had but Mill's version solves.</p>
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|  |  | <p>3.) Why/ why not?</p> <p>4.) Would Act Utilitarians like Bentham answer any differently?</p> <p>Feedback ideas to the rest of the class.</p> |  |  |  |
|--|--|---|--|--|--|

### C. Utilitarianism : application of the theories (Act and Rule)

32	<p>Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:</p> <ul style="list-style-type: none"> <li>• The degree to which pleasure is the sole intrinsic good.</li> <li>• The extent to which Act and/or Rule Utilitarianism works in contemporary society.</li> <li>• The extent to which Rule Utilitarianism provides a better basis for making moral decisions than Act Utilitarianism.</li> <li>• Whether Utilitarianism promotes immoral behaviour.</li> <li>• The extent to which Utilitarianism promotes justice.</li> <li>• The extent to which Utilitarianism provides a practical basis for making moral decisions for both religious believers and non-believers.</li> </ul>	<p>Look at the specification – in pairs try and establish as many possible Part B questions as they can that could come from the specification.</p> <p>Pairs should choose their best question, write it out on a piece of rough paper and then place in a hat. Each pair should pick a question blindly and then should plan a response.</p> <p>Responses should include:</p> <ul style="list-style-type: none"> <li>• Initial analysis of key vocabulary / trigger words and /or a consideration of possible outcomes.</li> <li>• Arguments for and against the statement they have been given.</li> <li>• A conclusion that answers the question they have been given.</li> </ul> <p>Give the plans back to the question setters to peer mark.</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933</a>  <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b>          Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><a href="https://www.youtube.com/watch?v=HIFdPayxe5A&amp;list=PL2ggVdhXSiowuFywf_8UvQgySpWzNo43j&amp;index=2">https://www.youtube.com/watch?v=HIFdPayxe5A&amp;list=PL2ggVdhXSiowuFywf_8UvQgySpWzNo43j&amp;index=2</a></p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Formative assessment as learning through peer marking exercise and application of materials to Part B responses.</p>	<p>Reading or watching of materials in advance of the lesson for analysis and evaluation of Utilitarianism. Bring ideas for strengths and weaknesses of Utilitarianism.</p>
33	<p>Feedback from previous timed essay.</p>	<p>DIRT time          Green-pen feedback and target setting for students. See students individually where necessary.</p>	<p>Exemplar responses from text books.  <b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b>          Richard Gray and Karl Lawson (Illuminate, 2017)</p>	<p>Formative assessment for learning: Self-assessment. Student responses in green-pen feedback and target setting.</p>	<p>Re-drafting key paragraphs.</p>



<p>34</p>	<p>The application of Bentham's Act Utilitarianism and Mill's Rule Utilitarianism to both of the issues listed below:</p> <p>1. animal experimentation for medical research</p>	<p><a href="https://www.crueltyfreeinternational.org/why-we-do-it/what-animal-testing">https://www.crueltyfreeinternational.org/why-we-do-it/what-animal-testing</a></p> <p>Give out the article (note the bias). Divide learners into groups of 4. Give each group a large piece of paper, they should write "Bentham" on one side, and "Mill" on the other. Each group should discuss and note Bentham's application of the Hedonic Calculus to the issue of animal experimentation. Ask the following questions:</p> <ul style="list-style-type: none"> <li>• Does it make some difference as to which animals are used?</li> <li>• Does it make a difference what is being tested?</li> <li>• Can the hedonic calculus account for this?</li> </ul> <p>On the other side, establish Mill's response making use of the higher and lower pleasures and of the Harm Principle. Ask them the following questions:</p> <ul style="list-style-type: none"> <li>• Who does the Harm Principle apply to?</li> <li>• Does it make some difference which animals are being used?</li> <li>• Does it make a difference what is being tested?</li> </ul>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p201</p> <p><b>Access to Religious Studies, Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p290</p> <p><b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p149</p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>	<p>Formative assessment for learning via analysis of the difference approaches of Utilitarianism to animal testing.</p>	<p>Read about animal testing issues from the textbook in advance of the lesson. Research the kinds of tests that science finds important to do on animals, bring examples to the lesson.</p>
<p>35</p>	<p>The application of Bentham's Act Utilitarianism and Mill's Rule Utilitarianism to both of the issues listed below:</p> <p>2. the use of nuclear weapons as a deterrent</p>	<p><a href="https://www.ft.com/content/cd2087a0-a5f1-11e7-ab55-27219df83c97">https://www.ft.com/content/cd2087a0-a5f1-11e7-ab55-27219df83c97</a></p> <p>Use the articles learners bring to the lesson or give out the article above. Divide the class into groups. Give half of them Bentham's Utilitarianism, and the other half Mill's.</p> <p>Ask the Bentham groups to use the hedonic calculus to establish whether it would</p>	<p><a href="http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933">http://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rId=933</a></p> <p>Exemplar responses from text books.</p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS – Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p> <p><b>The Puzzle of Ethics</b> – Peter Vardy and Paul Grosch (Fount, 1994) p175</p>	<p>Formative assessment for learning through the results of the discussion following the group task applying Utilitarianism to Nuclear weapons.</p>	<p>Research news stories on nuclear weapons as a deterrent. Find out the current situation in world affairs. Use the textbook to identify what the issues are with</p>

		<p>promote more happiness for the majority for Trump to use his nuclear weapons as a deterrent for Kim Jong Un and North Korea. Record results on a grid with the features of the hedonic calculus detailed on it.</p> <p>The Mill groups should attempt to construct a general rule that applies the harm principle and higher and lower pleasures regarding the use of nuclear weapons. They should then apply the directive to Trump and Kim Jong Un. Record the results on a grid with the features of Mill's version detailed on it.</p> <p>Groups should compare their responses and see if they have come to the same conclusions as other groups with the same scholar.</p>	<p><b>Access to Religious Studies, Ethical Studies (Second Edition)</b> - Robert Bowie (Nelson Thornes, 2004) p277</p> <p><b>Ethics and Religion (Second Edition)</b> – Joe Jenkins (Heinemann, 2003) p163</p> <p><a href="https://spaces.hightail.com/space/WUpi1">https://spaces.hightail.com/space/WUpi1</a></p>		<p>the possession of nuclear arms.</p>
36	Timed Essay.	<p>Choose past paper question / exemplar question from text book / exam board materials.</p>	<p><a href="http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh">http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a></p> <p><b>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics.</b> Richard Gray and Karl Lawson (Illuminate, 2017)</p>	<p>Summative assessment of learning: Formal Assessment: Timed Essay.</p>	<p>Revision in advance of the lesson.</p>
C3T3A-F	<i>Extension Task: Essay preparation exercise.</i>	<p><i>Look through the bullet points on the specification that indicate the issues for analysis and evaluation. For each bullet point, make a list of as many</i></p>	<p><a href="http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-">http://www.eduqas.co.uk/qualifications/religious-studies/as-a-level/WJEC-Eduqas-A-level-religious-studies-sams-from-</a></p>	<p><i>Formative assessment for learning through the outcome of the exercise. Learners can</i></p>	

		<p><i>possible conclusions that they could come to. Choose their favourite conclusion. Make a bullet point list of all the evidence that could be used to support their conclusion and as many challenges as possible to that conclusion as well. Do this for each point on the specification.</i></p>	<p><a href="#">2016.pdf?language_id=1&amp;dotcache=no&amp;dotcache=refresh</a>  <i>WJEC/Eduqas Religious Studies for A Level, Year 1 and AS– Philosophy of Religion and Religion and Ethics. Richard Gray and Karl Lawson (Illuminate, 2017)</i></p>	<p><i>consider how many arguments they have on each side and whether it is supported by evidence, evenly balanced etc.</i></p>	
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