

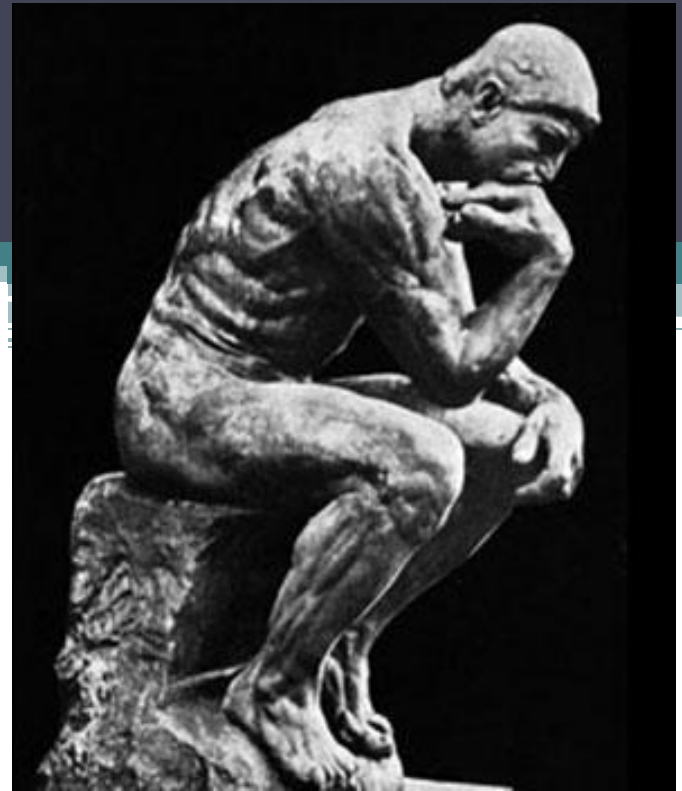
# Philosophy & Ethics Year 12

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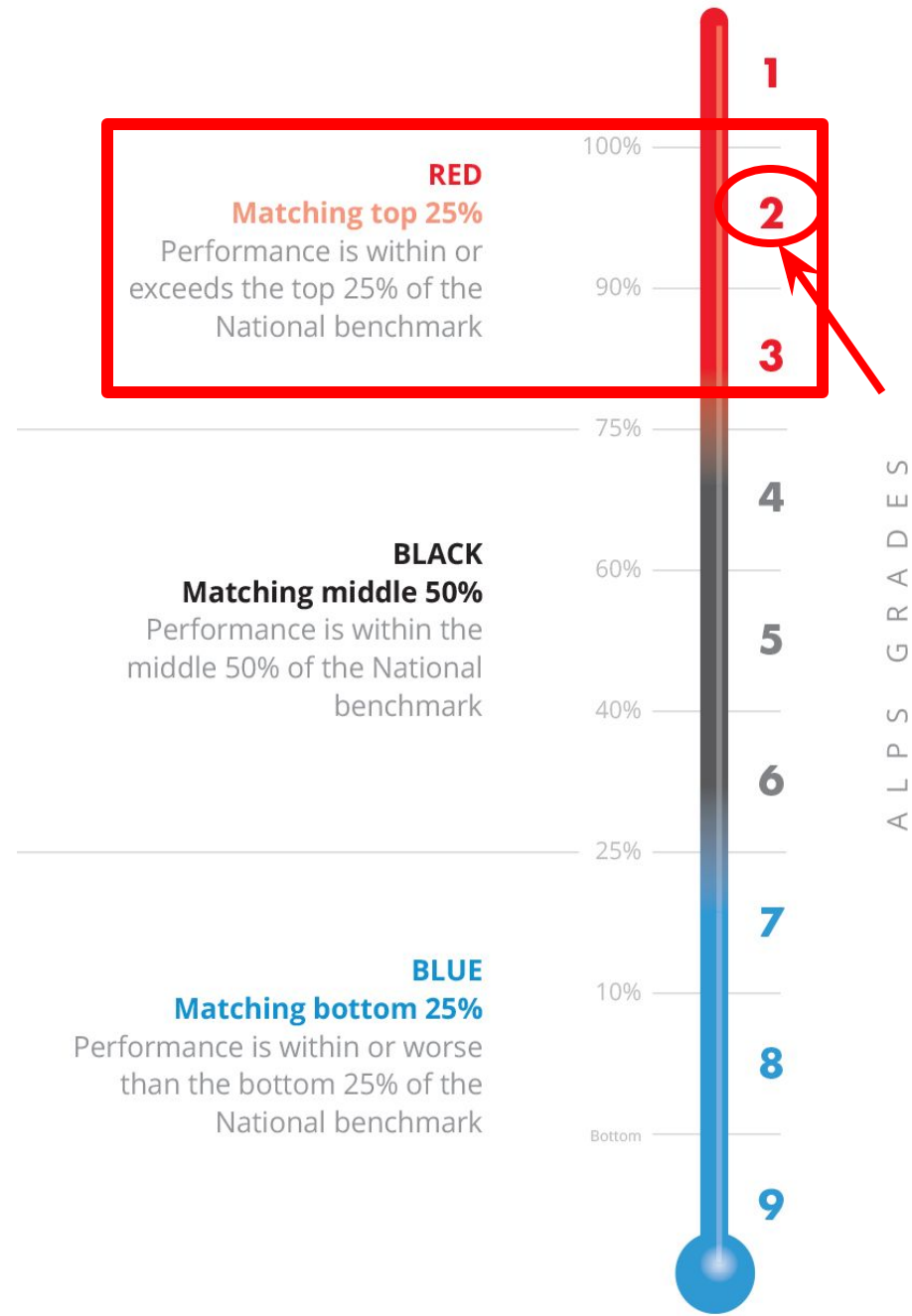
A Level teachers: Miss K Rendell

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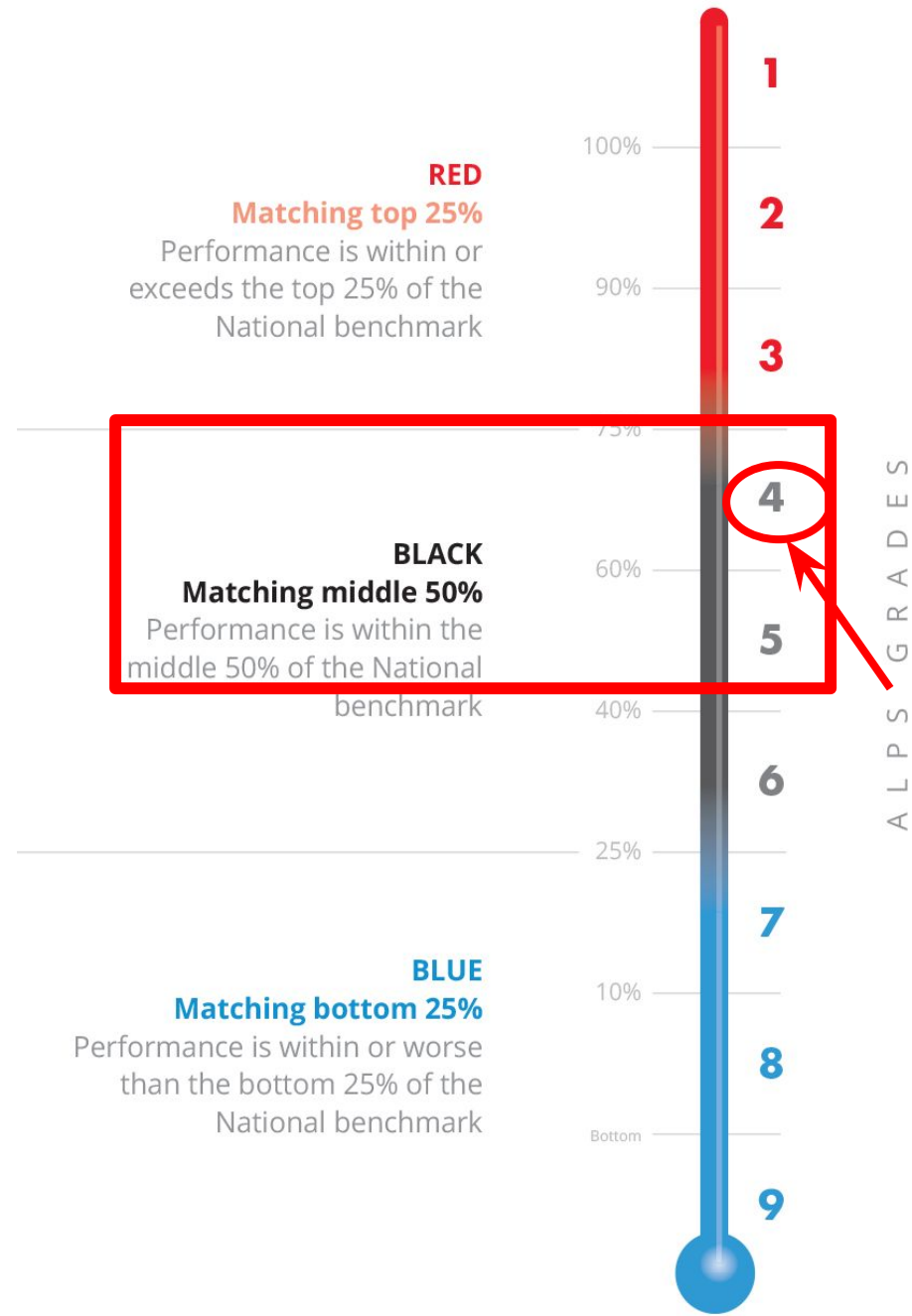
# Results 2018

$A^* - B = 50\%$   
 $A^* - C = 67\%$   
 $A^* - E = 100\%$



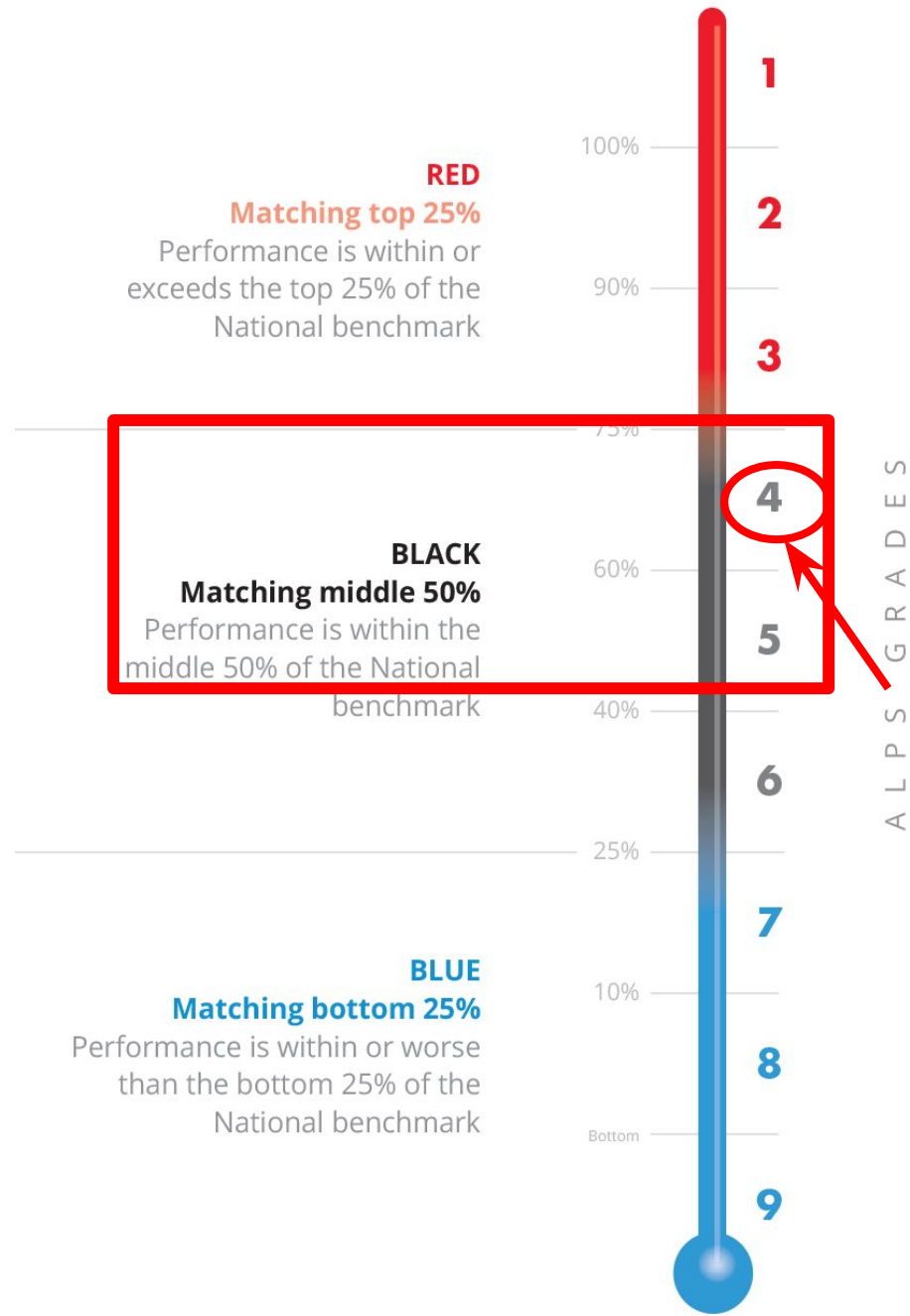
# Results 2019

A\*-B = 17%  
A\*-C = 50%  
A\*-E = 91%



# Results 2022

$A^* - A = 26\%$   
 $A^* - C = 73\%$   
 $A^* - D = 100\%$



# Why have you chosen P&E A level?

## Hopefully because you are:

Curious about the world around  
you

Interested in having discussion  
and debates

Wanting to improve your critical  
thinking and analysis skills.

Perhaps considering going to  
University - Universities look  
favourably on students with P&E  
A level.

Interested in why people have  
faith and how religions in  
particular Christianity have  
shaped our society and views.

Enjoy a challenge - come away  
really having made your brain  
work.

Philosophy & Ethics is a demanding course which is purely exam based and split into three papers that will be sat at the end of Year 13.

Taught by two members of staff.

Year 12: Christian ethics  
Ethics unit

Year 13: Philosophy unit  
Christian ethics.

Content Overview	Assessment Overview	
<p><b>Philosophy of religion</b> Learners will study:</p> <ul style="list-style-type: none"> <li>• ancient philosophical influences</li> <li>• the nature of the soul, mind and body</li> <li>• arguments about the existence or non-existence of God</li> <li>• the nature and impact of religious experience</li> <li>• the challenge for religious belief of the problem of evil</li> <li>• ideas about the nature of God</li> <li>• issues in religious language.</li> </ul>	<p><b>Philosophy of religion</b> <b>(01)</b> 120 marks 2 hour written paper</p>	<p><b>33.3%</b> of total A Level</p>
<p><b>Religion and ethics</b> Learners will study:</p> <ul style="list-style-type: none"> <li>• normative ethical theories</li> <li>• the application of ethical theory to two contemporary issues of importance</li> <li>• ethical language and thought</li> <li>• debates surrounding the significant idea of conscience</li> <li>• sexual ethics and the influence on ethical thought of developments in religious beliefs.</li> </ul>	<p><b>Religion and ethics</b> <b>(02)</b> 120 marks 2 hour written paper</p>	<p><b>33.3%</b> of total A Level</p>
<p><b>Developments in religious thought</b> Learners will study:</p> <ul style="list-style-type: none"> <li>• religious beliefs, values and teachings, their interconnections and how they vary historically and in the contemporary world</li> <li>• sources of religious wisdom and authority</li> <li>• practices which shape and express religious identity, and how these vary within a tradition</li> <li>• significant social and historical developments in theology and religious thought</li> <li>• key themes related to the relationship between religion and society</li> </ul>	<p><b>Developments in religious thought</b> <b>(03–07)</b> 120 marks 2 hour written paper</p>	<p><b>33.3%</b> of total A Level</p>

# A-Level - Ethics & Philosophy

## Year 12 overview

<b>Natural Law</b>
<b>Situation Ethics</b>
<b>Utilitarianism</b>
<b>Kantian ethics</b>
<b>Conscience</b>
<b>Euthanasia</b>
<b>Business ethics</b>
<b>Meta ethics</b>
<b>Sexual ethics</b>

<b>Philosophical language and thought</b>
<b>The existence of God</b>
<b>God and the world - problem of evil</b>
<b>Nature or attributes of God</b>
<b>Religious language</b>

# A-Level - Religious Thought

## Year 13 overview

<b>1</b>	<b>Insight</b>	<b>Augustine's teaching on Human Nature</b>
		<b>Death and the Afterlife</b>
<b>2.</b>	<b>Foundations</b>	<b>Knowledge of God's Existence</b>
		<b>The Person of Jesus Christ</b>
<b>3.</b>	<b>Living</b>	<b>Christian moral principle</b>
		<b>Christian moral action</b>
<b>4.</b>	<b>Development</b>	<b>Religious pluralism and theology</b>
		<b>Religious pluralism and society</b>
<b>5.</b>	<b>Society</b>	<b>Gender and society</b>
		<b>Gender and theology</b>
<b>6.</b>	<b>Challenges</b>	<b>The challenge of secularism</b>
		<b>Liberation theology and Marx</b>



# Where can it lead?

**Good interpersonal skills**

**Team working**

**Problem solving**

**Time management and ability to work to  
deadlines**

**Good verbal and written communication  
skills**

**Analytical skills**

**Independent learning**

# Exam board information

**Exam board:** OCR

**Exam code:** H573

**Assessment:** 3 examinations at the end of Year 13. Students have to answer 3 out of 4 essay questions on each paper. Each exam is 2 hours long.

**Exam specification can be found:**

<https://www.ocr.org.uk/images/242913-specification-a-ccredited-a-level-gce-religious-studies-h573.pdf>



# PLC - Personalised Learning Checklists

Students are given PLC's for each topic that they study.

This allows them to reflect on content and things they need to know for a specific unit.

By colour coding or ticking the PLC to rate how confident they feel allows them to set themselves targets for revision and additional reading.



## Essay guidance & help

When starting an essay use DISC to show the examiner that you understand the theory clearly before evaluating it.

<b>D</b>	define your terms	Are there any words in the question which need explaining? If the question asks you to compare, how will you define success?
<b>I</b>	implications	Why is this question important? What difference would it make if the statement is true? This helps you to show the examiner you grasp of what the question is asking.
<b>S</b>	scholars	Who are the key scholars involved in this debate? Do you know the names of their works or articles they have written? Use them!
<b>C</b>	conclusion – signpost it!	You need to show what your conclusion is going to be right at the beginning. You must clearly state your <b>line of argument</b> you are going to be pursuing throughout the essay from the very start. <b>SUPER IMPORTANT.</b>

The bulk of the essay should use the PEREL structure.  
Each paragraph should be structured this way

<b>P</b>	point	Give a scholarly reason to support your line of argument. This must refer to the question. Use the key language of the question to make sure you do this. Use <b>evaluative</b> language.
<b>E</b>	explain	Explain the point, using as much scholarly language, quotations and ideas as you can. Detail is king. Remember to keep linking ideas back to the question.
<b>R</b>	response	Give an alternative view and/or criticism of this idea using scholarly argument. Every paragraph must have some form of debate in. If you write a paragraph without some form of debate in it, you are doing it wrong.
<b>E</b>	evaluate	Give a judgment. In the debate you have just had, which is the strongest? Who is the winner? Explain why using scholarly argument.
<b>L</b>	link	A mini-conclusion: Link back to your line of argument.

## Marking guidance

T1	★ Good range of philosophers included.	T1	🔍 Ensure you are referring to key theorists and philosophers.
T2	★ Good use and explanation of key terms.	T2	🔍 Use key terminology, with accuracy.
T3	★ Examples and quotes given to support points.	T3	🔍 Give examples / quotes to support your arguments.
T4	★ Well developed answers and good explanation.	T4	🔍 Develop your answer / argument further, include greater justification and explanation.
T5	★ Good use of another theory to criticise.	T5	🔍 Can you use an alternative idea / theory to criticise point or make a comparison?
T6	★ Good links to the question.	T6	🔍 Need to make explicit links back to the question.
T7	★ Question well understood.	T7	🔍 Ensure you are reading the question carefully.

When receiving work back or peer assessing someone else's work, use the following targets. Respond to marking by using post-its notes to make the improvements and stick them to your original piece of work.

## Essay grade boundaries

AO1 = 16 marks    AO2 = 24 marks  
 A\* 35 marks  
 B 28 marks  
 C 21 marks  
 D 14 marks  
 E 8 marks

# Revision Guides

We recommend the following three revision guides that cover the two year course in detail. They can be bought relatively cheaply from Amazon for approx £26 or we can order heavily discounted into school.

Students have been provided with the corresponding work booklets to support their study.

