

REVISED GCE AS & A Level
Scheme of Work
Religious Studies

This is an exemplar scheme of work which supports the teaching and learning of the Religious Studies specification

scheme
of work

The word 'scheme' is in a light green font, and the word 'of work' is in a light blue font. The letters are large and bold, with each letter having a different color: 's' is pink, 'c' is yellow, 'h' is orange, 'e' is green, 'm' is green, 'e' is green, 'o' is purple, 'f' is orange, 'w' is blue, 'o' is orange, 'r' is blue, 'k' is blue.

GCE Religious Studies

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Introduction

CCEA has developed new GCE specifications for first teaching from September 2008. This scheme of work has been designed to support you in introducing the new specification.

The scheme of work provides suggestions for organising and supporting students' learning activities. It is intended to assist you in developing your own scheme of work and should not be considered as being prescriptive or exhaustive.

The time allocations have been based on a notional 120 hours a year of guided learning hours for the AS and A2 courses.

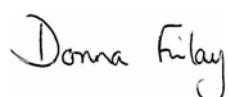
Please remember that this document contains suggestions only. It is the specification on which assessment is based and which details the knowledge, understanding and skills that students need to acquire during the course. The scheme of work should therefore be used in conjunction with the specification.

Published resources and web references included in the scheme of work have been checked and were correct at the time of writing. However they may be updated by the time that the specification is introduced. You should therefore check with publishers and websites for the latest versions. CCEA accepts no responsibility for the content of particular publications or websites referred to.

CCEA will be making Word versions of these schemes of work available on its subject micro-site. This will enable you to use them as a foundation for developing your own schemes of work which are matched to your teaching and learning environment and the needs of your students.

I hope you find this aspect of our support package useful in your teaching.

Best wishes



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CCEA Exemplar Scheme of Work: GCE Religious Studies

Unit AS 1: An Introduction to the Gospel of Luke

Specification: GCE Religious Studies

Unit AS 1: An Introduction to the Gospel of Luke

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Religious and Political background	the beliefs, practices and traditions of the Pharisees and the Sadducees and their presentation in Luke's Gospel;	<p>The influence and role of the Pharisees, Sadducees and Pilate and Herod in Luke's Gospel: An understanding of the political and religious background at the time of Jesus;</p> <p>Who were the Pharisees and the Sadducees;</p> <p>Luke's presentation of the Pharisees and the Sadducees including their interaction with Jesus;</p> <p>The beliefs, practices and traditions of both groups: Pharisees: purely religious party; their progressive nature; their devotion to the law; their acceptance of the Oral Tradition; their ideas on human freedom; their belief in the Resurrection;</p>	<p>Religious divisions – the problems they pose; the opportunity for religious and ethical enrichment.</p> <p>Pharisaism in both religious practice and culture.</p> <p>Relationships between Religion and Politics</p>	<p>Individual research on each of the groups and presentations to rest of the class</p>	<p>Banks (pp 271-276, 99-101, 113-117, 124-127, 129, 131-133, 137-142, 211-212) Cooper (pp 1-8)</p>

		their strict observance of the Sabbath;			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Sadducees: a religious and political party; their conservative and aristocratic nature; their sacerdotal connection; their involvement with the temple; their rejection of the Oral Law;</p> <p>The main issues that brought Jesus into conflict with these groups as illustrated by Luke for e.g. belief in the resurrection; the forgiveness of sins; Sabbath observances; Jesus' authority; the greatest commandment; laws of purification; who is thy neighbour and the paying of tribute to Caesar;</p>			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Lukan passages for e.g. Rejection at Nazareth Lk. 4:16-30; the healing of the paralytic Lk. 5:17-26; the question about fasting Lk. 5:33-39; debates about the Sabbath Lk. 6:1-11; the pardon of the sinful woman Lk. 7:36-50; the greatest commandment Lk. 10:25-28; Denunciation of the Pharisees and Scholars of the law Lk. 11:37-54; the leaven of the Pharisees Lk. 12:1; cure of the crippled woman on the Sabbath Lk. 13:10-17; healing of the man with dropsy on the Sabbath Lk. 14:1-6; a saying against the Pharisees Lk. 16:14-15.			
	Herod and Pilate in Luke's Gospel	Herod's role in Luke; his association with John the Baptist and his part in the Passion Narrative.	Authority in Church and State relationships	Study of the individual passages concerned	Banks (pp 71; 74, 113-115, 166-167) Banks (pp 165-169) Barclay (pp 277-281) Kodell (pp 113-117)

		Pilate's role in Luke and his part he played in the Passion Narrative		and with Herod and Pilate	Harrington (pp 363-375)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Introduction to the Gospel of Luke	Date	<p>a study of the proposals for an early, intermediate and late date for the Gospel.</p> <p>Early Date: Luke/Acts end before Paul's death approximately 64-65 AD.</p> <p>Prominent position of Paul in Luke's writings. No reference to the Pauline letters. Written prior to Nero's persecution. No hints of the Jewish War or fall of Jerusalem</p> <p>Intermediate Date: Fall of Jerusalem. Dependence on Mark. Luke not an eyewitness. Written by to the formation of the Pauline letters. Used by Clement c. 96 AD. Known by the evangelist John c. 95-15 AD.</p> <p>Late Date: Scholarly belief that Luke/Acts is a looking back on history. O'Neill and his understanding of Luke writing as</p>	This theme is not examined.	<p>Draw a timeline in the middle of an A3 sheet to illustrate the three suggested dates. Using arrows from each date summarise relevant information as an aid for revision.</p> <p>In groups of three organise a class debate, presenting arguments.</p>	<p>Doohan (pp 18-21)</p> <p>Banks (pp 7-11)</p> <p>Gilmour and Brown (pp 6-7)</p> <p>Cooper (pp 15-16)</p> <p>Thompson (pp 7-10)</p>

		an apologist. John Knox and his dating of Luke about c. 125 AD.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Authorship	<p>Internal and External Evidence - Phlm 24; Col 4:14; 2 Tim 4:11; We Passages; Muratorian Cannon; Irenaeus Writings; Anti-Marcionite Prologues; Luke's Preface – Not an eyewitness, a careful investigator, Greek scholar, interest in Gentiles and outcasts;</p>	<p>This theme is not examined.</p>	<p>for/against each proposed date.</p> <p>Work out who wrote Luke's Gospel using the 'process of elimination'</p> <p>Draw a spidergram to illustrate the variety of evidence which suggests Luke was the author. Colour code it with a different colour for internal and external evidence.</p>	<p>Banks (pp 11-14) Gilmour and Brown (pp 5-6) Cooper (pp 14-15) Thompson (pp 2-7)</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Sources	Sources: Mark; Q; Special L and Luke's use of them.	This theme is not examined.	Select a chapter from one of the books in the resources column. Ask pupils to use footnotes to make a list of sources used by this author as a practical way to consider importance of knowing where sources come from.	Banks (pp 21-25) Thompson (pp 10-16) Harrington (pp 3-10)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Purpose	<p>Purposes: Apologetic; Christianity was not a threat to Rome; To show that the Church had superseded the Synagogue as the True Israel; Presentation of an historical framework to the truth of the Christian tradition; Universal message; catechetical; to present an orderly account of events surrounding the person of Jesus; encouragement in times of persecution; to present the needs of the writer and his audience;</p>	<p>This theme is not examined.</p>	<p>On whiteboard write the word 'purpose' in the middle and brainstorm ideas on why Luke was written. Divide class into groups proving a reading for each group to make bullet point notes on a purpose. Each group must present these purposes to the rest of class.</p>	<p>Banks (pp 21-25) Thompson (pp 10-16) Harrington (pp 3-10)</p>
	Characteristics	<p>Universal; Prayer; Holy Spirit; Joy; Salvation; Christian lifestyle; Fulfilment of prophecy; Concern for outcasts, sinners, poor, sick, Gentiles; Women; Journey; Hope; Mercy and repentance;</p>	<p>This theme is not examined.</p>	<p>Choose 4-5 characteristics to concentrate on. Ask pupils to put them in order of importance,</p>	<p>Banks (pp 26-40) Kodell (pp 8-11)</p>

		Jerusalem; Stewardship of wealth; Temple; Social justice;		giving reasons.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Luke as an Historian	Two volume work (Luke/Acts of the Apostles); Discrepancies in Luke's writings; Luke's knowledge of Palestinian geography; Luke's preface and acknowledgement of relying on other sources; Gospel placed in the context of world history; Luke as a theologian as opposed to an historian;	This theme is not examined.	Research project on the different scholarly viewpoints concerning the question Luke as an	Banks (pp 40-47) Powell (pp 5-15) Gilmour and Brown (pp 12-13) Doohan (pp 160-171)
Selective narratives in Luke's Gospel	Infancy narrative (1:5-2:52)	Main events: The announcement of the birth of John; The announcement of the birth of Jesus; The Visitation; The birth of John; The birth of Jesus; The circumcision and presentation of Jesus; The boy Jesus in the Temple; Key People: Angel of the Lord; Zechariah; Elizabeth; Mary; Joseph; John the Baptist; Jesus; Simeon;	The relevance of Initiation and Religious ritual.	Parallel events surrounding John and Jesus Get students to highlight the different Lukan characteristics that can be found in the Infancy	Banks (pp 50-75) Gilmour and Brown, (pp 17-22) Barclay (pp 9-30) Tannehill (pp 35-77) Kodell (pp 13-25) Cooper (pp18-34) Harrington (pp 31-62) Fitzmyer (pp 27-116) Brown (pp 235-499) Hendrickx (pp 53-112)

		Anna; Shepherds; Location: Temple; Jerusalem; Bethlehem; Nazareth;		narrative	Wansbrough (pp 178-188)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Journey to Jerusalem (9:51-19:44)	Key events: May include the following: The rejection of Jesus by the Samaritan village; the mission of the 72; Mary and Martha; the lawyer's question and the Good Samaritan parable; Jesus' teaching the disciples how to pray; Jesus' teaching through parables; the enfeebled woman; the man with dropsy; the healing of the 10 lepers; Zacchaeus the tax collector; the borrowing of the cult and entry into Jerusalem;	The perennial issue of the neighbour – locally, nationally and internationally. The role of prayer.	Map out some of the main events of the journey using a spidergram.	Banks (pp 76-152) Tannehill (pp 167-286) Barclay (pp 131-242) Kodell (pp 57-95)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Passion narrative (22-23)	<p>Key events: Preparations for the last supper; the last supper; the mount of Olives; arrest of Jesus; Peters denial; the Sanhedrin trial; the Roman trial; Jesus before Herod; Jesus sentenced to death; the road to Calvary; the crucifixion; the death of Jesus; the burial of Jesus;</p> <p>Key People: the Jews; the twelve apostles; Jesus; Sanhedrin Council; Pilate; Herod; Peter; Judas; the bystanders; the woman; Simon of Cyrene; Joseph of Arimathea; and</p> <p>Themes: salvation; innocence; fulfilment; obedience; suffering; compassion; forgiveness and repentance; witness; non violence; betrayal; prayer; discipleship.</p>	<p>The link between human suffering and Christianity/Religion</p> <p>The relevance of the claims of the Gospel to both Salvation and Resurrection</p>	<p>Division of the passion narrative into different events and sections</p> <p>Highlight the main character and the role they played.</p>	<p>Banks (pp 153-177) Barclay (pp 262-290) Tannehill (pp 310-348) Cooper (pp 122-144) Kodell (pp 108-120) Matera (pp 150-220) Hendrickx Brown (pp 47-56) Wansbrough (pp 167-177)</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The Resurrection and Ascension narrative (24)	<p>Key events: the empty tomb; the road to Emmaus; the appearance to the eleven; the ascension;</p> <p>Key People: Jesus; Peter and the disciples of Jesus; women; Cleopas and his companion;</p> <p>Key themes: Afterlife; faith; God's purpose; promise of the Holy Spirit; Jerusalem; Women; hope and joy; universal mission; and</p> <p>Critical evaluation of the Resurrection as an historical event.</p>	<p>The relevance of the claims of the Gospel to both Salvation and Resurrection</p> <p>The role of women in the Church and evangelisation.</p>	<p>Students could divided the resurrection narrative into main events and characters involved</p> <p>Compare the Emmaus story with the Christian celebration of the Eucharist:</p> <p>Celebration of the Word; the Eucharist; putting into action the event just celebrated.</p>	<p>Hendrickx Banks (pp 177-193)</p> <p>Kodell' (pp 120-124)</p> <p>Cooper (pp 145-155)</p> <p>Tannehill (pp 348-364)</p> <p>Barclay (pp 290-300)</p> <p>Wansbrough (pp 189-195)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The words (parables) of Jesus	Meaning, types, purpose; and reference to the parables of God's mercy: (10:25-37), (14:12-24), (15:11-32), (16:19-31), (18:9-14).	<p>Definition of a parable and its origin.</p> <p>Types of parables e.g. scholarly categories: similitudes; parables; example stories and allegories.</p> <p>Purpose and Jesus' reason for using parables.</p> <p>Special reference to the parables of God's mercy; the Good Samaritan Lk. 10:25-37; the great banquet Lk. 14:12-24;</p> <p>The Parable of the Lost Son Lk. 15:11-32; The Rich man and Lazarus Lk. 16:19-31; the Pharisee and the tax collector Lk. 18:9-14;</p>	<p>The perennial issue of the neighbour – locally, nationally and internationally</p> <p>Wealth and belief.</p>		<p>Banks (pp 194-206) Cooper (pp 50-52) Wansbrough (pp 150-166) Stanton (pp 204-214) Harrington (pp 79-81) Gilmour and Brown (pp 29-35) Barclay's commentary on the individual parable's of God's mercy. Tannehill's commentary on the individual parable's of God's mercy. Kodell's commentary on the individual parable's of God's mercy.</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The deeds (miracles) of Jesus	types, purpose, characteristics; and A study of the following: (7:1-10), (8:22-25), (9:10-17), (13:10-17), (17:11-19), (18:35-43).	<p>Meaning and types of Miracles: Healing; Nature; Exorcisms; Raising from the dead.</p> <p>Purpose: To teach about the Kingdom of God; to show Jesus as the Messiah; to reach out to the marginalised; salvation; to show forgiveness; to illustrate power of Jesus; to show faith.</p> <p>Characteristics: threefold structure- the setting, the miracle and the reaction to the miracle; characters and types of miracles unique to Luke.</p> <p>A study of the following types of miracles:</p> <p>The Centurion's servant Lk.7:1-10; The calming of the storm Lk.8:22-25; The feeding of the five thousand Lk.9:10-17; The enfeebled woman Lk.13:10-17; The ten lepers Lk.17:11-19; The</p>	<p>The debate about the validity and relevance of miracles.</p> <p>The continuing religious response to the marginalised</p>		<p>Banks (pp 206-228) Hendrickx (pp 1-33) Cooper (pp 77-102) Stanton (pp 214-219) Barclay's commentary on the individual miracles. Tannehill's commentary on the individual miracles. Kodell's commentary on the individual miracles.</p>

		blind man at Jericho Lk.18:35-43;			
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Resource List:

Banks, R, (2006) *The Gospel of Luke*, Introduction and Theology, Colourpoint Educational

Barclay, W, (1975) *The Daily Study Bible*, The Gospel of Luke Revised Edition Saint Andrew Press

Brown, R. E, (1993) *The Birth of the Messiah*, New Updated Edition, Doubleday

(1980) *The Gospels and Acts Vol. One. The first three Gospels*, SCM Press LTD

Campbell, D. B. J, (1966) *The Synoptic Gospels*, A Commentary for teachers and students The Chaucer Press

Cooper, R, (1989) *Luke's Gospel*, An Interpretation for today, Hodder and Stoughton

Doohan, L, (1985) *Luke*, The Perennial Spirituality, Bear and Company

Fitzmyer, J. A, (2004) *Luke the Theologian*, Aspects of his teaching Wipf and Stock

Gilmour, D and Dr. Brown, R An *Introduction to the Gospel of Luke*, Christian Theology Trust

Harrington, D. J, (1985) *Interpreting the New Testament*, A Practical Guide Veritas Publications

Harrington, D. J, (1991) *Sacra Pagina*, The Gospel of Luke, The Liturgical Press

Hendrickx, H, (1984) *Infancy Narratives*, Studies in the Synoptic Gospels Geoffrey Chapman

Hendrickx, H, (1984) *Passion Narratives*, Studies in the Synoptic Gospels, Geoffrey Chapman

Hendrickx, H, (1984) *Resurrection Narratives*, Studies in the Synoptic Gospels, Geoffrey Chapman

Hendrickx, H, (1987) *The Miracle Stories*, Studies in the Synoptic Gospels Geoffrey Chapman

Kodell, J, (1982) *The Gospel According to Luke*, Collegeville Bible Commentary, Collegeville

Matera, F. J, (1986) Passion Narratives and Gospel Theologies, Interpreting the Synoptics through their Passion Stories, Paulist Press

Nickel, K. F, (1981) *The Synoptic Gospels*, An Introduction, SCM Press

Powell, M. A, (1989) *What are they saying about Luke?*, Paulist Press

Stanton, G. N, (1989) *The Gospels and Jesus*, Oxford University Press

Tannehill, R. C, (1996) *Luke*, Abingdon New Testament Commentaries Abingdon Press

Thompson, G. H. P, (1972) *The Gospel according to Luke*, Clarendon Press

Unit AS 2: An Introduction to the Acts of the Apostles

Specification: GCE Religious Studies

Unit AS 2: An Introduction to the Acts of the Apostles

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Background to Acts	Date	<p>A consideration of the three suggested dates for the writing of Acts:</p> <p>Early Date: abrupt ending of Acts; attitude of Acts towards Roman Empire; Issues dominant in Acts, theological outlook of Acts; relationship to Paul's letters</p> <p>Intermediate Date: the fall of Jerusalem; Roman attitude towards Christianity; relationship to Paul's letters</p> <p>Late Date: Josephus;</p>	This theme is not examined.	<p>Draw a timeline in the middle of an A3 sheet to illustrate the three suggested dates. Using arrows from each date summarise relevant information as an aid for revision.</p> <p>In groups of three organise a class debate, presenting arguments for/against each proposed date</p>	<p>Fernando (pp 21-22)</p> <p>Drane, J, (pp236-238)</p> <p>Hewitt, F.S, (pp 23-24)</p> <p>Marshall (pp 46-48)</p> <p>Bruce (pp 10-13)</p> <p>Guthrie (pp 355-365)</p>

		outlook of Church at that time; Luke's own life-span			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Authorship	<p>Authorship: A consideration of evidence for the authorship of Acts:</p> <p>External Evidence: Irenaeus, Clement of Alexandria, Tertullian, Muratorian Fragment, Anti-Marcionite Prologue'</p> <p>Internal Evidence: Two-volume work, style, language, Theophilus, we passages</p>	<p>This theme is not examined.</p>	<p>Work out who wrote the book of Acts using the 'process of elimination'</p> <p>Draw a spidergram to illustrate the variety of evidence which suggests Luke was the author. Colour code it with a different colour for internal and external evidence</p>	<p>Gilbride (to be confirmed) Marshall (pp 44-46) Hewitt (pp 20-22)</p>
Background to Acts	Sources	<p>Primary sources Secondary sources Aramaic documents Church records</p>	<p>This theme is not examined.</p>	<p>Select a chapter from one of the books in the resources column.</p>	<p>Marshall (pp 37-39) Hewitt (pp 22-23) Guthrie (pp 383-397)</p>

		Problems in identifying sources		Ask pupils to use footnotes to make a list of sources used	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
				<p>by this author as a practical way to consider importance of knowing where sources come from</p> <p>Present information on the various sources in a table</p>	
Background to Acts	Purpose	<ul style="list-style-type: none"> • A History book • A work of literature • Universalism • A ‘gospel’ of the Holy Spirit • An apology • A defence for Paul’s trial • A theological purpose • To mend the split 	This theme is not examined.	<p>On whiteboard write the word ‘purpose’ in the middle and brainstorm ideas on why Acts was written. Divide class into groups proving a reading for each group to make bullet point notes on a purpose</p>	<p>Fernando, A. Bruce (pp 6-7)</p> <p>Stott (pp 21-31)</p> <p>Marshall (pp 17-22; 23-34)</p> <p>Hewitt (pp.19-20)</p> <p>Guthrie (pp 365-371)</p>

		between the followers of Peter and Paul		each to present to rest of class.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Characteristics	<ul style="list-style-type: none"> • The place of Acts in the New Testament • Universalism • Divine control and guidance • Church life and worship • Theology • Kerygma • Focus on Peter and Paul 	This theme is not examined.	Choose 4-5 characteristics to concentrate on. Ask pupils to put them in order of importance, giving reasons.	Guthrie (pp 351-355) Fernando (pp 29-30)
	Historical accuracy of Acts	<ul style="list-style-type: none"> • Original purpose Lk 1:1-4 • We passages • Paul's letters • Archaeological evidence 	This theme is not examined.	Debate on 'Is the Bible reliable?'	Marshall (pp 34-364-26) Hewitt (pp 24-26) Guthrie (pp 371-382)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The beginnings of the church	Jesus' initiation of the church's mission (1:1-11)	Commission to the apostles Jesus' ascension		Class discussion: Was the ascension a physical reality?	Hewitt (pp 29-35) Marshall (pp 55-62) Stott (pp 32-54) Bruce (pp 28-42) Fernando (pp 49-73)
	Pentecost event (2:1-13)	Events in the Upper Room Significance of wind and fire Speaking in tongues (glossolalia) Comparison with tongues in 1 Corinthians Significance of countries represented by the crowd for the spread of the gospel	Status, characteristics and relevance of the charismatic and Pentecostal movements.	Look at different scholars' opinions on difference between 'tongues' at Pentecost and church at Corinth	Hewitt (pp 29-35) Marshall (pp 55-62) Stott (pp 32-54) Bruce (pp 28-42) Fernando (pp 49-73)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The first preaching of the gospel (2:14-47)	Peter's speech to the crowd Impact of Peter's speech <ul style="list-style-type: none"> • Charge of drunkenness • Joel. • Jesus' death, resurrection and ascension • Ps.16:8-11 and Ps.89:4 • Jesus poured out the Holy Spirit. • Ps.110 - Jesus is shown to be that Messiah. • The challenge is to repent of sin and accept Jesus. 3000 became believers	The challenge of conversion in any age.	Research 'speaking in tongues' in Christian churches throughout the world. In bullet point form elaborate on each of the key points of Peter's speech Highlight fulfilment of OT prophecy	Hewitt (pp 37-45) Marshall (pp 67-83) Stott (pp 60-81) Bruce (pp 49-72) Drane (pp 219-222) Fernando (pp 86-122)

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Growth and expansion of the church	Peter as leader, miracle worker, evangelist and disciplinarian	Activities of the first Christians (2:43-47) Examples of Peter's leadership role <ul style="list-style-type: none"> • 1:12-26 - His role in replacing Judas • 5:17-28 - Reaction to persecution • 11:1-18 -Report to Jerusalem Church 	The perennial issues surrounding religious authority: ministry, priesthood, hierarchy.	Research the revival of the House church movement using the internet. Prepare a report. Draw a spidergram containing examples of Peter as leader, miracle worker, evangelist and disciplinarian Group work <ul style="list-style-type: none"> • In more detail, outline the role of Peter using the headings: leader, miracle worker, evangelist and disciplinarian 	

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Examples of miracles associated with Peter <ul style="list-style-type: none"> • 3:1-10 - Healing of the lame man • 5:12-16 - Many Healed • 9:32-43 - Aeneas and Dorcas healed • 12:1-20 - Peter's escape from prison 	The debate about the validity and relevance of miracles.	<ul style="list-style-type: none"> • Download the relevant references from 'Bible Gateway' in a version of your choice. • Draw a spidergram onto a large poster. Print out verses and cut and stick onto the poster, colour coding the references. Use as a revision aid when you are in class 	Fernando (pp 74-85, 208-224, 338-346) Stott (pp 52-59, 113-115, 193-199)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Examples of Peter's evangelism <ul style="list-style-type: none"> • 3:11-26 - Speech in Solomon's Colonnade • 4:1-22 - Opposition to evangelism • 5:29-41 - Speech to Sanhedrin • 9:35&42 - Effects of healing of Aeneas and Dorcas • 10:1-48 -Cornelius conversion • Main features of Peter's speeches 	Evangelism in a multi-ethnic, multi-cultural, multi-religious and secular world.	In two groups, prepare for a debate, evaluating how essential a leader like Peter is still vital for the success of the Christian church Complete a worksheet which asks for the key points typical of one of the early speeches in Acts Retell the story of Peter and Cornelius under 4 headings: <ol style="list-style-type: none"> 1. Cornelius' call for Peter; 2. Peter's vision; 3. Peter at 	Fernando (pp137-139, 210, 309-315, 360-363) Stott (pp 90-91, 112-113, 182-184, 207-212) Fernando (pp 139-149, 150-166, 210-224, 309-315, 316-338) Stott (pp 91-95, 95-98, 115-118, 182-184)

		(length, context, subject)		Cornelius' house, 4. Peter's explanation	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Examples of Peter's role as a disciplinarian <ul style="list-style-type: none"> • 4:32-5:11 - Ananias and Sapphira • 8:4-25 - Simon the Sorcerer 	Perennial issues of religious discipline.	Describe what lessons should be learned from the story of Ananias and Sapphira	Fernando (pp 179-207, 270-281) Stott (pp 106-112, 146-151)
	Stephen's speech and martyrdom	<p>Introduction to Stephen as one of the 'Seven', his personal qualities, the situation between the Hellenists and the Hebrews, 6:1-7</p> <p>The purpose of Stephen's speech</p> <p>The content of Stephen's speech, 6:8-7:53</p>	<p>Defending religious belief and practice in a hostile world.</p>	<p>Discuss the qualities you think are necessary for church leadership</p> <p>Write a report describing the suggested reasons for the tensions between the Hebrews and Hellenists</p>	Fernando (pp 225-239, 240-258, 259-269) Stott (pp 125-143)

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>The role of the law and the Temple</p> <p>Stephen's martyrdom and effects for the growth of the church, the diaspora, spreading of the faith to the Gentiles, Stephen as a forerunner to Paul, 7:54-8:1</p>		<p>Summarise Stephen's speech under the following headings:</p> <ul style="list-style-type: none"> • Abraham • Joseph • Moses • David and Solomon <p>Do you think Christians today are too attached to the church building and the social life they gain from attending</p>	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The evangelising activity of Philip	<p>Introduction to Philip as one of the 'Seven', 6:1-7</p> <p>Philip and the Ethiopian eunuch, 8:4-25</p> <p>Philip in Samaria, 8:26-40</p> <p>The expansion of Christianity</p> <p>Philip as a forerunner to Paul</p>	<p>Relevance, status and characteristics of religious conversion, the charismatic and Pentecostal movements.</p>	<p>Write a job description for a missionary.</p> <p>Write an account of the story of Philip in Samaria, commenting on the importance of Peter's dealings with Simon.</p>	<p>Fernando (pp 270-281, 282-292)</p> <p>Stott (pp 144-164)</p>
Paul the Apostle	Paul's conversion	<ul style="list-style-type: none"> - Luke's first account of Paul's conversion, 9:1-19 - Context, detail of story, significance of the conversion; told three times - A key point/turning 	<p>Relevance, status and characteristics of religious conversion, the charismatic and Pentecostal movements.</p>	<p>In pairs give an account of Paul's conversion from Acts 9. You may want to use the two other accounts later in Acts to enhance your work. You need not do a</p>	<p>Fernando (pp 293-300)</p> <p>Stott (pp 165-176)</p>

		point in the book of Acts?		comparison of accounts.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>The main features of Paul's missionary activity</p>	<p>Introduction to Paul as a missionary, 11:19-30</p> <p>Main features of each journey eg, challenges, opposition, disappointment, successes, progress, miracles, responses to his message etc</p> <p>1st Journey, 13:1-14:28: Cyprus, Pisidian Antioch, Iconium, Lysitra & Derbe</p> <p>2nd Journey, 15:36-18:22: Philipi, Thessalonica, Berea, Athens, Corinth</p> <p>3rd Journey, 18:23-</p>	<p>Defending religious belief and practice in a hostile world.</p>	<p>In groups research one successful aspect of Paul's missionary activity and report back to the group by handout, poster or PowerPoint.</p> <p>In small groups trace one of Paul's missionary journeys on a map and describe the journey using a visual aid to the rest of the class.</p> <p>In bullet point form, make a list of the challenges Paul faces on his journeys.</p>	<p>1st Journey Fernando (pp 347-359, 375-411) Stott (pp200-207, 215-239)</p> <p>2nd Journey Fernando (pp 431-501) Stott (pp 253-301)</p> <p>3rd Journey</p>

		21:17: Ephesus, Troas, Miletus			Fernando (pp 502- 553) Stott (pp 302-333)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		The various roles of Paul in mission eg preacher, miracle worker, apologist, encourager, pastor, corrector of false teaching etc.		In groups and using past paper questions evaluate Paul's success. Use findings as a basis for a debate on whether or not he was the most important convert in Acts.	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
<p>Faith, work and witness in Acts</p> <p><i>(This section, and the following two sections, will be familiar to students in that the references explored have already been studied in the previous four sections. Three themes are explored which requires an overview of the book of Acts. Relevant references have been selected from Acts and are listed below under the three themes which are in the second column from the left.)</i></p>	<p>The role of the Holy Spirit in Acts</p>	<p>How the Holy Spirit:</p> <ul style="list-style-type: none"> • anoints for ministry • gives power to witness/teach/ • enables performing of miracles • uses visions • anoints for suffering/power to face opposition and death • enables rebuking • provides gifts 	<p>Witness of the Holy Spirit in the Church.</p>	<p>Draw a spidergram outlining the role of the Holy Spirit in Acts.</p> <p>Class discussion: 'A better title for Acts would be <i>The Acts of the Holy Spirit</i>'. Discuss</p>	<p>Fernando, Stott and Bruce (see index)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The role of miracles in aiding the spread of the Gospel	<p>3:1-19, The healing of the lame man 4:23-31, prayer for miracles (v.30) 5:12-16, miracles and wonders, Peter's shadow 16:16-37, Escape from prison</p> <ul style="list-style-type: none"> • the link to faith • the miracles of Peter-lame man, shadow, Aneneas, Tabitha, escape from prison • the miracles of Paul – lame man, the slave girl, escape from prison • the validity of miracles 	<p>The debate about the validity and relevance of miracles.</p>	<p>Assess what happened regarding the spread of the gospel following key miraculous events. Eg what was the aftermath of each of the following:</p> <ul style="list-style-type: none"> • The healing of the lame man • Aneneas, Tabitha • Escape from prison 	<p>See previous references</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Church Life and organisation	Baptism, prayer, possessions, life among the believers, dealing with opposition (2:43-47; 4:32-37; 6:1-7)	Perennial issues surrounding issues of religious belief, life and practice.	Spidergram on aspects of worship Using references describe the life and organisation of the early church.	See previous references Marshall (pp 32-34)

Resources List

Barclay, W, *The Acts of the Apostles*, Westminster John Knox Press, 2003

Bruce, F. F *The Acts of the Apostles* Apollos

Crowe, J, *The Acts*, New Testament Message 8, Dublin: Veritas Publications, 1979

Dillon, RJ, *Acts of the Apostles*, The New Jerome Biblical Commentary, Ed by Brown, RE, Fitzmyer, JA, & Murphy, RE, London: Chapman, 1990

Drane, J(1986) *Introducing the New Testament*, Oxford: Lynx Communications

Fitzmyer, JA, *The Acts of the Apostles*, A New Translation with Introduction and Commentary, New York: the Anchor Bible, 1998

Fernando, A, (1998) *The NIV Application Commentary* Zondervan: Michigan

Gilbride, J, *Acts, I Corinthians and Galatians*, Colourpoint, 2008

Guthrie, D *New Testament Introduction* Apollos

Gutzke, MG, *Plain Talk on Acts*, Zondervan Publishing House, Michigan, 1966

Guy, HA, *The Church in the New Testament*, London: MacMillan, 1969

Hanson, RPC, *The Acts*, Oxford: Clarendon Press, 1967

Hewitt, F.S, (1964) *Genesis of the Early Christian Church*: Edward Arnold: London

Johnson, LT, *The Acts of the Apostles*, Harrington DJ, Ed, Sacra Pagina, Collegeville, Min: Liturgical Press

Lewis, ER, *The Acts of the Apostles and Letters of St. Paul*, London: James Clarke & Co Limited, 1960

Longenecker, R, N, *Expositors' Bible Commentary*, volume 9, London: Grand Rapids, Mich: Zondervan Publishing House, Hodder & Stoughton, 1995

Marshall, I. H *Acts of the Apostles*, IVP

Neil, W, *The Acts of the Apostles*, London: Oliphants, 1973

Packer, JW, *The Cambridge Bible Commentary, The Acts of the Apostles*, London: Cambridge at the University Press, 1966

Rackham, RB, *The Acts of the Apostles*. Westminster Commentaries series. 9th ed. London: Methuen and Co, 1922.

Stott, J *The Bible Speaks Today Series* Acts, IVP

Unit AS 3: An Introduction to Old Testament Covenant and Prophecy

Specification: GCE Religious Studies

Unit AS 3: An Introduction to Old Testament Covenant and Prophecy

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The origins of early Israel, the covenant society.	The significance of the Abrahamic covenant in the development of the Hebrew faith.	Consideration of the promise made to Abraham as the key to interpreting the ancestral history of the Jews. (Gen. 12:1-9), (17:1-22).	Perennial issues surrounding human obedience to the divine will.	Discussion of historical context: nomadic, polytheistic background. Outline the personal challenges put before Abraham and the significance of his journey as a response of faith and trust, in the one, true GOD. Identify the significance of the change in name for Abraham.	Drane (pp16-19, 40-46) Anderson (pp 18-44) Dillard (pp 53-54) Bright (pp 87-103) Ceresko (pp 38-50)
		Covenant			

		relationship was the result of divine initiative.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Establishment of Jewish monotheism.</p> <p>New beginning for Abraham, potential for great opportunities lay ahead.</p> <p>Unconditional and promissory nature of the Abrahamic covenant.</p>		<p>Discussion of the importance of the gift of land as the manifestation of God's saving grace.</p>	
		<p>Activity of God in Israel's history – source of Israel's blessing, position of privilege and greatness.</p>		<p>Analysis of Sarah's role as mother of the heir to the divine promise</p>	
		<p>Human observance of the covenant-</p>		<p>Discussion of the significance of the</p>	

		obedience to God. Consideration of the significance of the act of circumcision for the Jews.		act of circumcision for the Jews both in Abraham's time and throughout history.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>The significance of the Mosaic covenant in the development of the Hebrew faith.</p>	<p>Consideration of Israel's encounter with God on Mt. Sinai (Ex.19-24) The theophany at Sinai and the development of ethical monotheism.</p> <p>Analysis of the conditional nature of the Mosaic covenant. Reaffirmation of Israel's special calling/ divine election. Giving of the Decalogue and its implications for behaviour.</p>	<p>The timeless and universal nature of the Decalogue and its moral demands.</p>	<p>Briefly discuss the appropriateness of the "eagle" imagery in relation to God's deliverance of His people from slavery in Egypt.</p> <p>Discuss the requirement of the people to make a decision to recommit to the divine relationship in the knowledge that their position of privilege was now accompanied by significant religious/ ethical</p>	<p>Ceresko (pp 72-85) Bright (pp 107-137) Dillard (pp 67-71) Anderson (pp 87-109) Drane (pp 46-56) The Ten Commandments.</p>

	Israel's response of faith and trust in God. .	responsibility.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Ratification of the covenant (Ex.24)- the ceremonies of the blood rite and the covenant meal.</p> <p>The incident of the golden calf (Ex. 32)</p> <p>The breaking of the covenant (apostate worship).</p>	<p>The challenge of secular values to the concepts of sin and apostacy.</p>	<p>Outline the absolute/ apodictic nature of Yahweh's law in the context of a suzerainty covenant.</p> <p>(Compare and contrast with other ancient law codes e.g. Hammurabi)</p> <p>Discussion of the roles and reactions of Moses and Aaron to the unfolding of events.</p>	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The reign of David	The Davidic covenant and the theme of covenant disobedience continued	<p>Consideration of David's role as ideal king of the Jews: David's rise to power (1Sam17:1-18:16).</p> <p>God blessed David with many victories (2 Sam 5:17-8:1).</p> <p>David fulfilled role of Jewish monarch as servant of God and servant of God's people.</p> <p>Expected to work in close alliance with the prophet and uphold the law of Yahweh.</p>	<p>Duties towards moral and legal responsibilities of political and religious leadership in any age.</p>	<p>Consider the early promise of David's reign. Initially a man who found favour with God.</p> <p>Consider the idea that it was God's law and not his own law that David was required to obey. (Contrast with pagan notion that king was author of law and subsequently not subject to it.)</p> <p>Discuss significance of the implications of the Davidic covenant for David and his descendants.</p>	<p>Ceresko (pp 130-142)</p> <p>Anderson (pp 213-233)</p> <p>Bright (pp 191-210)</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		David blessed with the divine promise of hereditary kingship. (2 Sam. 7:1-17)		Outline the projection of the Davidic promise to the future hope that a Messiah would come from David's lineage. In what sense could it be concluded that this promise has been fulfilled? Discuss David's fall from grace.	
		Bathsheba affair, the turning point in David's reign (2 Sam 11-12) Nature of David's sin. Role of the prophet in reprimanding the king.	The portrayal and position of women in any age.	Suggest and analyse reasons why David may have stayed in Jerusalem whilst his men were at war. Discuss the role of Bathsheba in the affair- Is she a co	Sawyer (pp X1-XX11, 42-66) Prevost (pp 5-17) Miller (pp 14-27) McConville (pp 10-22)

		The consequences of David's sin.		conspirator or victim?	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		The sincerity of David's repentance. The revelation of Yahweh as Lawgiver and judge.		Discussion of the "root" and "fruits" of sin. Consider the importance of repentance and forgiveness in the divine/human and human relationships.	
The beginnings of prophecy.	Nature and purpose of prophecy as a phenomenon of Jewish faith. Role of the prophet as spokesman for Yahweh; messenger of the Word sent to remind the Jewish	Analysis of the term "prophet" (derived from the Greek word "propheteis"). Characteristics of the prophets of Yahweh. Prophetic titles: Ecstatic/ cultic prophets Seers	This theme will not be examined.	Compare and contrast the characteristics of each of the different types of prophets. Discuss the personal challenges associated with the role of the prophet. Identify and analyse the qualities	Bright (pp 240-251) Anderson (pp 271-283) Drane (pp 116-119) Ceresko (pp 153-156)

	people of their solemn covenant promises.	Diviners Institutional Independent Classical Messianic Apocalyptic.		necessary to achieve the prophetic mission.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Influence of paganism/baalism on Jewish life and worship.</p> <p>The ministry of the prophet Elijah, champion of the one true God Yahweh (1 Kgs.17-19); champion of the cause of social justice (1 Kgs. 21) on Jewish life and worship.</p>		<p>Consider the ways in which Elijah acted as adversary to the king and the corrupt court.</p> <p>Examine the solitary nature of Elijah's role and his single-minded determination to establish Yahweh as the one, true God in Israel.</p> <p>Analyse the significance of Elijah's plight on Mt. Horeb.</p> <p>Consider the contribution of the Elijah narratives to the Hebrew understanding of God.</p> <p>Identify and</p>	

				explain the ritualistic and social demands of the covenant faith	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The nature and purpose of the prophetic call.	The uniqueness of the call experience as outlined in the calls of: Amos (Amos 7) and Isaiah (Is.6)		Discussion of the themes of: sin, divine judgement and redemption.	
Prophecy in the Northern Kingdom	The contribution of the prophet Amos to Israel's understanding of her faith.	Analysis of the ministry of Amos (Amos 1-9): Consideration of his involuntary response to his call. Prophet of judgement Prophet of doom Prophet of social justice. Significance of message of destruction in context of political and social	Perennial issues surrounding social justice, Human rights and moral responsibility.	Discussion of Amos's challenge to the religious and social order of his day.	Mays. McConville (pp163-177) Miller (pp 39-51) Prevost (pp 24-38)

		resurgence.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>The contribution of the prophet Hosea to Israel's understanding of her faith.</p>	<p>Analysis of the ministry of Hosea (Hos.1-14): Significance of the message of the acted parable. Yahweh the loyal, faithful partner. Messenger of redemptive judgement. Significance of message of hope in a deteriorating political, social and religious context. The promise of covenant renewal.</p>	<p>The relevance of Hosea's teaching for an understanding of the central place of love and forgiveness in human life.</p>	<p>Discussion of the analogy of the acted parable for the life of Israel and for people today. Consider the use of the concept of "harlotry" applied to the people. Compare and contrast the messages of Amos and Hosea: In what ways are they similar? Explain the difference in emphasis. Analyse the relevance of the messages for contemporary society.</p>	

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
				Consider the manner in which Amos and Hosea challenged Israel's idolatrous practices and established institutions.	
Prophecy in the Southern Kingdom	The contribution of Micah to the development of Jewish faith.	Analysis of the ministry of Micah (Micah 1-7) Consideration of the message of judgement for Jerusalem and the temple, condemnation of leaders, social sins. The glory of the new Israel.	Issues surrounding structural sin and Liberation Theology.	Examine the effectiveness of Micah's eloquent and accurate summation of what Yahweh demands of His people.	Miller (pp 122-135) McConville (pp 195-204)
	The contribution of the prophet Isaiah to the	Analysis of the ministry of Isaiah of Jerusalem (Is. 1-	The challenge of moral integrity to sin and	Identify the sources of Judah's complacency and	Sawyer (pp 83-95) McConville (pp 1-42)

	development of Jewish faith.	12) Consideration of the political, social and religious situation in	complacency.	discuss why such attitudes were difficult to correct.	Miller (pp 90-121) Prevost (pp 53-72)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>the Southern Kingdom-Judah's religious complacency.</p> <p>Yahweh's holiness.</p> <p>Man's sinfulness.</p> <p>Yahweh's power and sovereignty.</p> <p>Promise of divine forgiveness.</p> <p>Song of the vineyard, threat of punishment.</p> <p>Political advice to the king/ understanding God's divine plan which human effort cannot thwart.</p> <p>Messianic oracles</p>		<p>Outline the nature of Judah's unfaithfulness.</p> <p>Why judgement?</p> <p>Discuss the significance of the message of hope in a time of political crisis.</p> <p>Identify the qualities of the ideal leader and the characteristics of his reign as outlined in the Messianic oracles.</p> <p>Explain the significance of these oracles for Christians.</p>	

Ressources List

Anderson, B, (1988) *The Living world of the Old Testament (Fourth Edition)* Longman

Bright, J. A (1981) *History of Israel (Third Edition)*, SCM Press

Ceresko, A. R (1992) *Introduction to the Old Testament*, Orbis Books

Drane, J (1987) *Introducing the Old Testament*, Lion

Dillard, R and Longman, T, (1995) *An Intorudction to the Old Testament*, Apollos

Finley, M, (2000) *The Ten Commandments*, Redemptorist Publications

Mays, J. L, (1969) *Amos*, Westminster Press

Miller, J, (1987) *Meet the Prophets*, Paulist Press

McConville, G, (2002) *Exploring the Old Testament*, (Vol. 4) SPCK

Prevost, J.P, (1996) *How to Read the prophets*, SCM Press

Sawyer, J. F. A, (1993) *Prophecy and the Biblical Prophets, Revised Edition*, Oxford University Press

Unit AS 4:

The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure

Specification: GCE Religious Studies

Unit AS 4: The Christian Church in the Roman Empire: Beginnings, Expansion and External Pressure

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Expansion of Christianity	Numerical, geographical and social expansion	<p>A consideration of:</p> <p>Lack of precise data on the numerical growth of the early church</p> <p>Geographical spread through and beyond Roman Empire from converts on Day of Pentecost</p> <p>Paul's missionary activity</p> <p>Impact of Pax Romana eg. good communication network, universal language</p> <p>Social inclusiveness of Christianity</p>	This theme will not be examined.	<p>Teacher projects map of Mediterranean world on to a screen and asks class to identify the main areas to which Christianity spread from Palestine. Students can annotate their personal copies of the map.</p> <p>In groups, do the same exercise for Christianity in the 21st century, using a world map.</p>	<p>Banks (pp 58-70)</p> <p>Boer (pp 21-25)</p>

		Witness of Christians in their everyday lives			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Expansion of Christianity	Political and religious factors	Pax Romana Jewish Diaspora Appeal to God fearers Appeal to those seeking spiritual fulfillment elsewhere eg. through philosophy or mystery religions. Actions of the Holy Spirit.		Draw a spider diagram showing the various factors which helped the Christian faith to spread in the early church.	Banks (pp 58-70) Boer (pp 21-25)
	Martyrdom and its impact with particular reference to Justin, Polycarp and Blandina	Behaviour of the Christian martyrs in circumstances of trial or torture The impact of their witness on those who observed them		Write a newspaper report from a journalist present at the trial of Justin or Polycarp.	All relevant passages in A.N.E. Bruce (pp 174, 177, 178f) Freud (pp 58-61) Wand (pp 35-36, 54-55) Banks (pp 84-85, 96) E.C.W. (pp 125-132)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church government	New Testament origins	<p>Jesus' appointment of 12 disciples</p> <p>Appointment of 7 deacons in Acts</p> <p>Two-fold ministry of bishops/elders/overseers and deacons in the churches founded by Paul</p> <p>Some evidence of charismatic ministry</p>	<p>The importance and place of religious authority: democracy and church authority; doctrine and heresy.</p>	<p>Draw a flow-chart showing the development of church government in the N.T. period.</p>	<p>New Testament, eg.</p> <p>Matthew 10 v 1-4</p> <p>Acts 6 v 1-6</p> <p>Acts 14 v 23</p> <p>Philippians 1 v 1</p> <p>Acts 20 v 17, 28</p> <p>Titus 1 v 6-9</p> <p>1 Timothy 3 v 1-12</p> <p>1 Thessalonians 5 v 19-20</p>

					Banks P 137-139
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church government	Monarchical Episcopy	<p>Consideration of: Development from a two-fold to a three-fold ministry</p> <p>Reasons for the change eg. growth of the church, need for an authoritative voice to settle matters of doctrine and practice, to defend against heresy, to give a lead in times of persecution</p> <p>Distinctive roles of bishop, presbyter, deacon</p> <p>A study of relevant sources eg. Ignatius, Hippolytus, Irenaeus, Cyprian</p>	<p>The importance and place of religious authority: democracy and church authority; doctrine and heresy.</p>	<p>In groups, draw up a table to identify the key roles of bishop, presbyter and deacon as described by Hippolytus.</p>	<p>All relevant passages in A.N.E.</p> <p>Banks (pp 139-148)</p> <p>Bruce (pp 202-209)</p> <p>Boer (pp 27-31)</p> <p>Chadwick (pp 45-52)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church government	Apostolic Succession	<p>A consideration of:</p> <p>Historical context eg. growth of heresy which created need for a guarantee of what was truth in the church</p> <p>Clement of Rome's letter to the Corinthian church</p> <p>Irenaeus' teaching in "Against Heresies" which traces the succession of bishops back to the Apostles</p> <p>Tertullian's confirmation of Apostolic succession</p>	The perennial issue of heresy or the development of Doctrine.	Draw a timeline to illustrate Irenaeus' list of bishops going back to the Apostles.	<p>All relevant passages in A.N.E.</p> <p>E.C.W. (pp 39-42)</p> <p>Banks (pp 143)</p> <p>Bruce (pp 208f)</p> <p>Frend (pp 66-7)</p> <p>Wand (pp 64f)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church government	The Primacy of the Bishop of Rome	<p>A consideration of:</p> <p>Evidence for the tradition that the Roman Church was founded by Peter and Paul</p> <p>Authority given to Peter in Matthew 16 v 18-19</p> <p>References to leaders of Roman church in the early sources eg. Hermas</p> <p>Irenaeus' reference to the position of the Roman Church in his passage on Apostolic succession</p> <p>Quartodeciman controversy and the attempt by Victor, Bishop of Rome, to assert his authority</p> <p>Quarrel between Cyprian and Stephen, Bishop of Rome over</p>	Issues surrounding the authority and power of the Papacy and other church leaders in the modern world.	Using the relevant sources, draw a flow diagram showing the development of the papacy in the first four centuries.	<p>All relevant passages in A.N.E.</p> <p>Banks (pp 148-149)</p> <p>Kelly (pp 192-193, 205-206)</p> <p>Bruce (pp 212)</p> <p>Chadwick (pp 120)</p>

		schismatic/heretical baptism			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Stephen's claim to authority over the whole church and Cyprian's response to this claim Increase in the power and prestige of the Bishop of Rome when Constantine moved political power to Constantinople			
Persecution	The causes of persecution	Consideration of: Position of Christianity as a "religio illicita" Refusal of Christians to practise Emperor worship Accusation of atheism because of refusal to acknowledge Roman Gods Accusation of disloyalty because of refusal to serve in the army or	Persecution and Martyrdom as perennial issues.	In groups, identify main causes of persecution and rank them in order of importance.	All relevant passages in A.N.E. Boer (pp 44-48) Banks (pp 71-75) Bruce (pp 140-141)

		government			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Christians as “haters of the human race”</p> <p>Accusations of immoral practices eg cannibalism, incest, orgies</p>			
Persecution	Persecution in the first four centuries: Nero, Domitian, Trajan, Marcus Aurelius, Decius, Valerian, Diocletian	<p>A consideration of:</p> <p>Causes and course of each persecution</p> <p>Personal agenda of each Emperor</p> <p>The severe but sporadic nature of persecution in the first two centuries</p> <p>Persecution by edict i.e. Empire-wide persecution in the third and fourth centuries</p> <p>End of persecution</p>	<p>Persecution and martyrdom as perennial issues.</p>	<p>Draw a time-line to show development of persecution from 1st to 4th century</p> <p>In pairs, compile a table summarizing the nature of persecution during the reign of each Emperor</p>	<p>All relevant sources in A.N.E.</p> <p>Banks (pp 76-86, 185-201)</p> <p>Boer (pp 52-54, 100-104)</p> <p>Bruce (pp 141-143, 162-166, 168-172, 178-179, 181-</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Persecution	The problem of the lapsed	<p>A consideration of:</p> <p>How the problem was created by the need to obtain certificates of loyalty during the Decian persecution</p> <p>Desire of those who had obtained certificates to be readmitted to the church when the persecution ended</p> <p>Attitude of the confessors and Lucian's letter to the church at Carthage</p> <p>Cyprian's attempt to reach a compromise solution</p> <p>The Novatian schism</p> <p>The decisions of the First and Second Councils of Carthage on</p>	The importance and place of religious authority: church discipline.	TV Newsnight debate in which Lucian, Cyprian and Novation justify their stance on the problem of the lapsed	<p>All relevant passages in A.N.E.</p> <p>Banks (pp 190-192)</p> <p>Frend (pp 100-104)</p> <p>Bruce (pp 212-213)</p>

		the matter of the lapsed			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Constantine	Life and rise to power	<p>A consideration of:</p> <p>Constantine's early life</p> <p>Upbringing in the court of Diocletian and Galerius</p> <p>His proclamation as Augustus at York in 306</p> <p>Political background</p> <p>Struggle for control of the Empire by the various contenders between 306-311</p> <p>His defeat of Maxentius at the battle of Milvian Bridge in 312 to become sole Emperor of the West</p>		<p>In groups, construct a diagram to show Diocletian's division of the Roman Empire.</p> <p>Draw a timeline showing Constantine's career up to the point where he gained control of the West.</p>	<p>All relevant passages in A.N.E.</p> <p>Bruce (pp 293-301)</p> <p>Banks (pp 202-210)</p> <p>Chadwick (pp 125-129)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Constantine	Conversion	<p>A consideration of:</p> <p>The two accounts of Constantine's conversion by Lactantius and Eusebius</p> <p>Possible motives behind his conversion</p> <p>The genuineness of his conversion</p>	<p>Relationships between Church and State: religion as a form of social convention as against genuine religious conversion.</p>	<p>Class debate on whether or not Constantine's conversion was genuine</p>	<p>All relevant passages in A.N.E.</p> <p>Bruce (pp 293-301)</p> <p>Banks (pp 202-210)</p> <p>Chadwick (pp 125-129)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Constantine	Religious policy	<p>Consideration of: The Edict of Milan and its effect on the church</p> <p>His role as patron and benefactor of the church - restoration of church property, building of new churches, preferential treatment of the clergy</p> <p>Creation of Sunday as a public holiday</p> <p>The rise of the profile of the Bishop as both a political and religious figure</p> <p>The making Roman law more humanitarian</p>	Relationships between Church and State: recurring political, moral, social and legal issues eg Nazi state in Twentieth Century.	In groups, compile and present a PowerPoint presentation on key aspects of Constantine's religious policy and how it affected the church.	<p>All relevant passages in A.N.E.</p> <p>Bruce (pp 293-301)</p> <p>Banks (pp 202-210)</p> <p>Chadwick (pp 125-129)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Early Christian Thought	Apostolic Fathers: Clement of Rome Ignatius of Antioch	A consideration of: General importance of the writings of the Apostolic Fathers Biographical details about Clement and Ignatius The circumstances under which they wrote Information about the churches to which they wrote Main themes of their letters eg. Ignatius – martyrdom, heresy, dangers of disunity, authority of the bishop Clement – a call for peace and harmony, condemnation of envy and strife, the need to respect and honour the leaders of the church	Pastoral, practical and theological issues for Religious leaders.	In groups, produce spider diagrams to illustrate the main concerns expressed by Ignatius and Clement in their letters.	All relevant sources in A.N.E. E.C.W. (pp 19-50, 55-111) Banks (pp 88-95, pp 97-98) Bruce (pp 143, 203-5) Frend (pp 41-42) Boer (pp 31-35) Ward

				(pp 34)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Early Christian Thought	Apologist: Justin Martyr	<p>A consideration of:</p> <p>Need for Apologetic writings such as Justin's</p> <p>Biographical details of Justin's life</p> <p>His Greek philosophical background</p> <p>The content of his writings – Apology 1, Apology 2 and Dialogue with Trypho</p> <p>Doctrine of the Logos</p> <p>The impact of this writings on his intended audience</p>	<p>Contribution and issues raised by writers who defend the faith in any age eg CS Lewis</p>	<p>Teacher projects text of selected writings by Justin on to a screen and asks class to identify the various accusations/misconceptions he is trying to counteract. Students can annotate their personal copies of the text.</p>	<p>All relevant passages in A.N.E.</p> <p>Banks (pp 105-116)</p> <p>Boer (pp 48-52)</p> <p>Bruce (pp 176-177, 194-196)</p>

Resources

Banks, R, (2003) *The Early Church*, Colourpoint: Belfast

Boer, H, (2001) *A Short History Of The Early Church*, Eerdmans: Michigan

Bruce, F, F, (1995) *The Spreading Flame*, Eerdmans: Michigan

Chadwick, H, (1993) *The Early Church* Penguin: London

Frend, W, H, C, (1994) *The Early Church*: SCM Press: London

Radice, B ed., (1987) *Early Christian Writings* Penguin: London

Stevenson, J, (2002) *A New Eusebius* SPCK London:

Wand, J, W, C, (1994) *A History Of The Early Church to AD500* Routledge: London

Unit AS 5: The Origins of the Celtic Church in Ireland and the Beginnings of its Missionary Outreach

Specification: GCE Religious Studies

Unit AS 5: The Origins of the Celtic Church in Ireland and the Beginnings of its Missionary Outreach

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Background to the Mission of Patrick	Social, Political and Religious background to arrival of Patrick	<p>A consideration of e.g.</p> <ul style="list-style-type: none"> • social structure, customs and laws, • political structure and government, • pagan belief and practices; feasts and festivals <p>of the Ireland to which Patrick came</p>	This theme will not be examined.	<p>Complete a summary web diagram on each of the following:</p> <ul style="list-style-type: none"> - social custom, structure and laws - political structure and government; - pagan beliefs, practices feasts and festivals 	<p>Martin and Moody, <i>The Course of Irish History</i>, Chapter 3</p> <p>Walsh and Bradley, <i>A History of the Irish Church</i>, Chapters 1, 3</p> <p>Kelly, F, <i>A Guide to Early Irish Law</i></p> <p>Ó Crónín, D, <i>Early Medieval Ireland</i>, Chapters 1, 2, 3, 4 & 5</p> <p>Anne Hughes Chapter 1 (title to be confirmed)</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Arrival and presence of Christianity in Ireland before Patrick	Possible means by which Christianity arrived in Ireland e.g. <ul style="list-style-type: none"> • interaction with colonies, • commercial and slave trade, • émigrés and fugitives 		In groups discuss and debate the: <ul style="list-style-type: none"> (a) most likely avenue for the arrival of Christianity in Ireland (b) most convincing evidence suggesting its presence in Ireland 	Kenney, J, <i>The Sources for the Early History of Ireland</i> , Chapters 2, 3 Liam de Paor, <i>Saint Patrick's World</i> , Chapter 4 Thomas, Ch, <i>Christianity in Roman Britain</i> , Chapter 12 Carney, J, <i>The Problem of Patrick</i> . Dumville, D, <i>Saint Patrick AD 493-1993</i>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Historical sources for Christianity in Ireland before Patrick Palladius	Linguistic evidence <ul style="list-style-type: none"> • pre Patrician saints • traces of heresy • writings of Patrick The significance of references to Palladius by <ul style="list-style-type: none"> • Prosper, • in Muirchú and Tirechan, • the Annals 		Divide class into 5 groups. Give each group a reference to Palladius. Discuss what can be known about Palladius from the information in the source. Feedback to whole class. As a class group discuss the reliability of the various sources on Palladius	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The work of Patrick	The contents of the Confession and letter to Coroticus Themes of the Confession and letter to Coroticus	An exploration of the following: The main themes in Patrick's Confession e.g. <ul style="list-style-type: none"> • declaration of worldly and sinful youth • praise and thanksgiving, • defence, • faith and prayer • The main themes in the letter to Coroticus e.g. denunciation, excommunication, Christian unity and solidarity. 	Patrick's religious belief and practice; faith and prayer as perennial issues; the value of human dignity in any age; issues of religious authority.	Students complete a summary of the content of the Confession of Patrick and the letter to Coroticus; approx 350 words (This will help them to select and summarise)	Duffy, J, <i>Patrick in His Own Words</i> . Liam de Paor, <i>Saint Patrick's World</i> . Hughes, A, Chapter 2 (title to be confirmed) Máire de Paor, P, <i>Pilgrim Apostle of Ireland</i> . Conneely, D, <i>The Letters of Saint Patrick</i> . Hanson, R, P, C, <i>The Life and Writings of Patrick</i> . Bieler, L, <i>The Life</i>

			<i>and Legend of Patrick.</i>
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Purpose of the Confession and letter to Coroticus	<p>A consideration of Patrick's reasons for writing the Confession e.g. to leave a legacy to defend himself to give praise and thanksgiving.</p> <p>A consideration of Patrick's reason for writing the Letter to Coroticus e.g., excommunication, to denounce, to ask for release of captives.</p>		<p>Complete a trawl of letter and confession – highlight the issues to wish Patrick frequently returns or which dominate the documents.</p> <p>Find at least one reference for each.</p> <p>Brainstorm on P's possible motives for writing the Confession – complete a spidergram – use as revision notes.</p> <p>Homework – go through text and find at least one reference to</p>	

		support each suggestion made.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>Portrait of Patrick</p> <p>Early life, ministry, achievements and challenges</p>	<p>An exploration of the characteristics of Patrick as evidenced by a study of his Letter to Coroticus and the Confession e.g. a man of prayer, a man of forgiveness, a man of practical ability.</p> <p>An exploration of the mission of Patrick.</p> <ul style="list-style-type: none"> • Call, response nature of mission, success, dangers and difficulties he faced. 	<p>Patrick: a model for all time.</p>	<p>Take each of the documents.</p> <p>Complete a character sketch of the type of person the author of these documents was.</p> <p>Find references to support your answer.</p>	<p>O'Loughlin, T, <i>Saint Patrick, the man and his works</i>.</p> <p>Walsh and Bradley, <i>A History of the Irish Church</i>. Chapter 2, 3</p> <p>Hughes, A (title to be confirmed)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The beginnings of Monasticism in Ireland	Origins of Monasticism	An exploration of the origins of Celtic Monasticism in e.g. scripture, the early church, the church on the continent, the church in Britain.	The integrity of the religious life: a challenge for all times	Complete a timeline of events showing the development of monasticism from the teaching of Jesus to the Celtic founders.	Ryan, J, <i>Irish Monasticism</i> Chadwick, N, <i>The Age of the Saints in the Early Celtic Church</i>
	Monastic Founders	A study of the careers Finnian, Enda, Ciaran, Brendan, Brigit, Comgall.	Characteristics of religious leadership in any age. Eg. Mother Teresa, Martin Luther King.	Complete a fact file on the monastic founders emphasising the particular contributions made by each.	Kenney, J, <i>The Sources for the Early History of Ireland</i> Chapters 4, 5 Mary Ryan D'Arcy, <i>The Saints of Ireland</i> . Butler, A, <i>Lives of the Saints</i> .

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Role, nature and distinctive features of Celtic Monasticism	<p>An exploration of e.g.</p> <ul style="list-style-type: none"> • monastic rule – buildings, daily routine, • asceticism, prayer • Unique features e.g. pilgrimage, authority structure, learning and study. • The role of the monasteries in the church and society 	The role of self denial and asceticism in religious life.	Divide the class into 2 group to debate the motion ‘the monastic lifestyle is unattractive and harsh’ Present arguments for and against.	<p>GSM Walker, <i>Sancti Columbani Opera</i></p> <p>Hughes, A, Chapter 3, (to be confirmed)</p> <p>Gougaud, L, <i>Christianity in Celtic Lands.</i></p> <p>Hughes, K, <i>Early Christian Ireland, An Introduction to the Sources.</i> Chapter 6</p> <p>Hughes and Hamlin, <i>The Modern Traveller to the Irish Church.</i></p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The Penitentials	Features of Celtic Penitential Practice	<p>An exploration of e.g.</p> <ul style="list-style-type: none"> • The change from public to private penance • Repeated availability • Choice of Confessor • Medicine for souls 	<p>Reconciliation, forgiveness and hope in an age of sin and suffering. The role of spiritual counselling.</p>	<p>Organise a class discussion on the process of reconciliation – consider the necessity of confession, penance and absolution in attaining forgiveness.</p>	<p>Connolly, H, <i>The Irish Penitentials</i>. Walsh and Bradley, <i>A History of the Irish Church</i>, Chapter 10</p>
	The texts of Finnian, Columbanus, Cummean	<p>An exploration of ;</p> <ul style="list-style-type: none"> • The contents of the texts • The features of penitential practice as illustrated in the texts • 	<p>Reconciliation, forgiveness and hope in an age of sin and suffering. The role of spiritual counselling.</p>	<p>Complete a summary table for each text – include date, authors, length of document, characteristics.</p>	<p>Bieler, L, <i>The Irish Penitentials</i> Brundage, J, <i>Law, Sex and Christian Society</i>.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Impact of the Penitentials	<p>A consideration of the role and importance of the Penitentials in e.g. Society e.g.</p> <ul style="list-style-type: none"> • in maintenance of law and order • On the development of the monasteries • On the education of the clergy • On the practice of penance on the continent 	<p>The issues of religious belief and practice in a secular and profane age.</p>	<p>Divide class onto Groups. Discuss the advantages and disadvantages of the Penitentials.</p>	<p>Kelly, F, <i>A Guide to Early Irish Law</i> Mc Neill, J, T, <i>Celtic Penitentials</i>.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Penitentials as historical sources	<p>A consideration of the information they give as eg</p> <ul style="list-style-type: none"> • religious practice at the home • social behaviour at the time • role of clergy at the time 			Corish, P, <i>A History of Irish Catholicism</i> .

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Missionary outreach in Britain	Career of Colmcille		Duties and responsibilities towards moral and religious leadership in any age.	Complete a factfile on Colmcille to include details of career from birth to death.	Daphne Pochin Mould, <i>Ireland of the Saints</i> Chapter 8 Ryan, J, <i>Irish Monks in the Golden Age</i> Chapters 2, 3 McNeill, M, <i>Iona</i> Finlay, I, <i>Columba</i> Hughes, A, Chapter 5 (to be confirmed)
	Contribution to development of the Church	A consideration of e.g. <ul style="list-style-type: none"> • the reasons for his departure from Ireland • his monastic foundation • his political 	The involvement of religion and the church in politics, in any age.	Organise a class debate on whether religion and politics should mix. Set class to research positive and negative examples	

		<ul style="list-style-type: none">activitieshis evangelical work		of religious leaders involvement in politics e.g. Desmond Tutu	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Peregrini in Britain	Careers of Comgall, Blaan, Canice and Aidan <ul style="list-style-type: none"> • contribution to monasticism • involvement in controversy • reasons for missionary outreach • missionary activity 	Issues surrounding missionary outreach in any age.		Walsh and Bradley, <i>A History of the Irish Church</i> , Chapter 7, 8 Bedes' Ecclesiastical History of the English People

Resources List

(1961) *The Problem of Patrick*: Dublin.

Bieler, L, (1948) *The Life and Legend of Patrick*, problems of modern scholarship: Dublin.

Bieler, L, (1975) *The Irish Penitentials*, DIAS: Dublin.

Brundage, J, (1987) *Law, Sex and Christian Society in Medieval Europe*: University of Chicago Press.

Butler, A, (1995) *Lives of the Saints*, Tan Publishers: Illinois.

Chadwick, N, (1961) *The Age of the Saints in the Early Celtic Church*: London.

Colgrave and Mynors (ed) (1969) *Bede's Ecclesiastical History of the English People*, Clarendon Press.

Conneely, D, (1993) *The Letters of Saint Patrick*, An Saigart: Maynooth.

Connolly, H, (1995) *The Irish Penitentials and their significance for the sacrament of Penance Today*: Four Courts Press.

Corish, P, (ed) (1971) *A History of Irish Catholicism*, VOL 1, Gill and Macmillan Ltd: Dublin.

D'arcy, M, R, (1974) *The Saints of Ireland*: Cork.

Duffy, J, (1975) *Patrick in His Own Words*, Veritas: Dublin.

Dumville, D, (ed) (1993) *St Patrick AD493-1993*: Boydell Press.

Finlay, I, (1979) *Columba*, London.

Gougaud, L, (1992) *Christianity in Celtic Lands*: Dublin.

Hamlin and Hughes, (1977) *The Modern traveller to the Early Irish Church*, SPCK: London.

Hanson, R, P, C, (1983) *The Life and Writings of the Historical Saint Patrick*, Seabury Press: New York.

Hughes, K, (1971) *Early Christian Ireland*, An Introduction to the Sources, Hodder and Stoughton.

Kelly, F, (1988) *A Guide to Early Irish Law*: Dublin.

Kelly, F, (1995) *A Guide to Early Irish Law*, DIAS: Dublin.

Kenney, J, F, (1929) *The Sources for the Early History, Ecclesiastical*, an introduction and guide: Columbia University Press.

Liam de Paor, (1996) *Saint Patrick's World*, Four Courts Press: Dublin.

Máire de Paor, (1998) *Patrick, Pilgrim Apostle of Ireland*, Veritas: Dublin.

Mc Neill, J, T, (1923) *Celtic Penitentials*, University of Chicago: HistoryEbook project.
Mc Neill, M, (1939) *Iona: A History of the Island*: London, reprinted.

O Cróinín, D, (1995) *Early Medieval Ireland 400-1200*: Longman.

O'Loughlin, T, (1999) *Saint Patrick, the Man, and his Works*, Triangle SPCK: London.

Ryan, J, (1963) *Irish Monks in a Golden Age*, Clonmore and Reynolds: Dublin.

Ryan, J, (1992) *Irish Monasticism, origins and early development*. Four courts press: Dublin.

Thomas, C, (1981) *Christianity in Roman Britain to ad 500*: London.

Walker, G, S, M, (1957) *Sancti Columbani Opera*, DIAS: Dublin.

Walsh and Bradley (2003) *A History of the Irish Church, 400-700AD*: Columba Press: Dublin.

Unit AS 6: Religious Ethics: Foundations, Principles and Practice

Specification: GCE Religious Studies

Unit AS 6: Religious Ethics: Foundations, Principles and Practice

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Foundations of Christian Ethics	Old Testament Ethics The Decalogue	Reference to the individual commandments and their moral implications. The absolutist nature of the stipulations. The idea of the Decalogue as part of God's covenant with his people.	The relevance of biblical Ethics for any age eg. an exploration of the suggestion that the ethics of the Bible are outdated.	Write out each of the 10 commandments and develop understanding through note taking from biblical commentaries.	Exodus 20:1-17 <i>Biblical commentaries on the Decalogue</i> eg. Jerome Biblical Commentary Clements, R (pp 1-11)
	Jesus' Teaching The Sermon on the Mount	A study of Jesus' teaching in the Beatitudes, salt & light, the Antitheses, religious duties, judgement, the		Write a summary of the contents of the sermon using Matthew 5-7.	Matthew 5-7 Beswick, F, <i>The Sermon on the Mount</i> Barclay, W (pp 86-175)

		golden rule and the two house builders. Special reference made to the redefining of the			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		teaching of the Decalogue placing emphasis on internal thoughts. The importance of Agape in the teachings of Jesus.			
	Pauline Ethics	A consideration of Paul's teaching from 1 Corinthians, Galatians, Romans, etc. which should include reference to Paul's teaching on themes such as love, marriage, sexual morality, freedom from the law, the call to imitate Christ, the community ethic,		Draw a spider diagram to illustrate the ethical themes dealt with by Paul such as love, marriage, sexual morality, etc. Develop the diagram by writing out references from the letters which deal with each theme.	<p><i>Paul's Letters</i> <i>Biblical commentaries on the Letters</i> eg Jerome Biblical Commentary</p> <p>Allsop, P, <i>Ethical Theory and New Testament Ethics</i>, (pp 59-73)</p>

		the role of the Holy Spirit.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Ethical Theories	Natural Moral Law	<p>Origins and development of the theory – origins in Greek philosophy developed by Aquinas;</p> <p>Characteristics – deontological theory;</p> <p>Presuppositions of the theory – primary precepts, the role of human reason, apparent goods;</p> <p>Examples of application to moral issues;</p> <p>Strengths and Weaknesses of the theory.</p>	<p>A consideration of natural Moral law in an age of relativism.</p>	<p>Students could be given a source from the list in the resources column and feed back to the class on what they have learnt about natural law from their research.</p>	<p>Allsop, <i>Religious Ethics</i>, Chapter 4;</p> <p>Bowie, R, Chapter 3</p> <p>Clarke, P, Chapter 7</p> <p>Thompson, M, Chapter 7</p> <p>Vardy & Grosch, Chapter 4</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Utilitarianism	<p>Origins and development of the theory – Bentham and Mill;</p> <p>Characteristics – teleological theory;</p> <p>Presuppositions of the theory including reference to the hedonic calculus;</p> <p>Types of utilitarianism – Act, rule and preference utilitarianism;</p> <p>Examples of application to moral issues;</p> <p>Strengths and Weaknesses of the theory.</p>	<p>A consideration of the extent to which utilitarianism has become the 'ethics of the planet.'</p>	<p>Class discussion/debate how the theory can be applied to a number of situations - examples can be found in Jenkins p. 89–94.</p>	<p>Allsop, <i>Religious Ethics</i>, Chapter 6</p> <p>Bowie, R, Chapter 4</p> <p>Clarke, P, Chapter 7</p> <p>Jenkins, J, Chapter 9</p> <p>Thompson, M, Chapter 9</p> <p>Vardy & Grosch, Chapter 6</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Situation Ethics	<p>Origins and development of the theory – Joseph Fletcher;</p> <p>Characteristics – teleological theory;</p> <p>Presuppositions of the theory including reference to the presumptions and fundamental principles;</p> <p>Examples of application to ethical issues;</p> <p>Strengths and Weaknesses of the theory.</p>	<p>A consideration of the suggestion that in any age moral absolutes are necessary.</p>	<p>Using Fletcher, (pp 160 – 168) or Allsop, (pp 14 & 15), discuss Fletcher's four examples and the most loving course of action in each case.</p> <p>In groups organise a class debate, presenting arguments for/against each ethical theory and suggest the most appropriate theory for moral living in today's society.</p>	<p>Fletcher, Situation Ethics; Allsop, <i>Religious Ethics</i>, Chapter 2</p> <p>Bowie, R, Chapter 9</p> <p>Clarke, P, Chapter 7</p> <p>Jenkins, J, Chapter 10</p> <p>Thompson, M, Chapter 13</p> <p>Vardy & Grosch, Chapter 10</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Bio-ethics	Sanctity of Life	Christian views on the sanctity of human life based in scripture – ‘Do not Kill’ - ‘Divine image’	A consideration of bio-ethics as the new ethics for the contemporary age.		Bowie, R, Chapter 16 Vardy & Grosch, Chapter 12 Wilcockson, M, <i>Issues of Life and Death</i> , Chapter 1 Wyatt, J, Chapter 7
	The Issue of Personhood	Consideration of different views on when life begins. Views of ensoulment developed by Aquinas. Findings of the Warnock report that experimentation on an embryo is only allowed up to 14 days after		Draw a spider diagram to illustrate the different opinions on when life begins.	

		fertilisation. Singer's view that personhood involves the qualities of being both rational and self-conscious.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Abortion	<p>Legal issues in UK and ROI including reference to the UK Abortion Act of 1967.</p> <p>The liberal case for abortion including the rights of the woman, therapeutic considerations, the mother's life or health at risk and the case of rape.</p> <p>The conservative case against abortion including Christian teaching on the sacredness of human life, the rights of the unborn child, the slippery slope argument.</p> <p>An awareness of relevant passages</p>	<p>A consideration of abortion as a violation of the rights and dignity of humankind</p>	<p>Class debate – is abortion an acceptable practice in today's society?</p>	<p>Bowie, R, Chapter 16</p> <p>Clarke, P, Chapter 8</p> <p>Vardy & Grosch, Chapter 12</p> <p>Wilcockson, M, <i>Issues of Life and Death</i>, Chapter 3</p> <p>Singer, P, Chapter 6</p> <p>Wyatt, J, Chapter 6</p>

		from scripture and denominational differences on the issue of abortion.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Human Infertility	<p>Ethical issues raised by treatment of human infertility. Arguments against could include the issue of personhood, surplus embryos, use of sperm/egg of dead donors, infringement of natural law. If donors used – the identity of the child. Arguments for could include equality for homosexual couples, single or post-menopausal women.</p> <p>An awareness of denominational</p>		<p>Answer the following question:</p> <p>Outline your knowledge and understanding of some of the ethical issues raised by recent advances in reproductive technology.</p>	<p>Bowie, R, Chapter 17</p> <p>Michael Wilcockson, <i>Sex & Relationships</i>, Chapter 7</p>

		differences on the issue of IVF.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	New Reproductive Technologies	Ethical issues raised by advances in reproductive technology such as cloning, designer babies and genetic engineering	A consideration of embryo screening to ensure that genetic diseases are not passed on eg. the case of Adam Nash.		
	Surrogacy	Ethical arguments for and against surrogacy: Principle of ownership, reproductive freedom, intrusion into the bond of marriage and traditional way of procreation. Implications for the child including identity issues.			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Sexual Ethics	Marriage and Divorce	<p>Biblical teaching and denominational views on marriage. Development of the procreative and unitive elements of a married relationship. The issue of celibacy from a religious perspective. Biblical teaching and denominational views on marriage and marital breakdown with reference to Adultery, Divorce and Annulment</p>	<p>A consideration of cohabitation as promoting moral responsibility.</p>	<p>Read Wilcockson chapter 5 and answer the questions on (pp 103).</p>	<p>Bowie, R, Chapter 15 Vardy, P, Chapters 16 & 17 Wilcockson, M, <i>Sex & Relationships</i>, Chapter 5 Tyler & Reid (pp 181-192)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Sex and Relationships	<p>The issue of sex before marriage and cohabitation and the contribution of various ethical theories and particular religious perspectives to the issue.</p> <p>The Conservative and Libertarian Approach to Sexual Ethics and the feminist approach to sexual ethics.</p>	<p>A consideration of the relevance of celibacy/sexual abstinence.</p>	<p>Divide the class into groups proving a reading for each group to make bullet point notes on the issues of sex before marriage and cohabitation.</p>	<p>Bowie, R, Chapter 15</p> <p>Jenkins, J, Chapter 12</p> <p>Vardy, P, Chapter 15</p> <p>Wilcockson, M, <i>Sex & Relationships</i>, Chapters 1, 6</p>
	The Issue of Sexual Identity	<p>The issue of homosexuality and the contribution of various ethical theories and particular religious perspectives to the</p>			<p>Wilcockson, M, <i>Sex & Relationships</i> Chapter 4</p> <p>Vardy, P, Chapter 18</p>

		issue, with specific reference to teaching from scripture.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Contraception	The contribution of various ethical theories and particular religious perspectives on the issue of contraception.	A consideration of contraception to the world's population explosion.	Answer the following question – to what extent is the practice of contraception incompatible with Christian teaching?	Wilcockson, M, <i>Sex & Relationships</i> , Chapter 7
Life and Death Issues	Euthanasia	Definition of euthanasia and different types – voluntary, non-voluntary; Arguments for euthanasia – autonomy, right to die with dignity, the desire to prevent unnecessary suffering and pain. Arguments against euthanasia –	This will not be examined.	Class debate – is euthanasia an acceptable practice in society today?	Bowie, R, Chapter 18 Clarke, P, Chapter 8 Vardy & Grosch, Chapter 13 Wilcockson, M, <i>Issues of Life and Death</i> , Chapter 4 Singer, P, Chapter 7 Wyatt, J, Chapter 9

		religious views including the principle of the sanctity of human			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>life, the 'slippery slope' argument, implications for doctor-patient relationship, the role of suffering for some Christians. Difficulties surrounding the distinction between active/passive euthanasia. An awareness of relevant passages from scripture and denominational views on the issue.</p>			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Suicide	<p>Definition of suicide and different types of suicide – egoistic and altruistic;</p> <p>Religious views with reference to the sanctity of life argument;</p> <p>Other considerations such as the autonomy of the individual, the effect on others, the problem of intervention and psychological considerations.</p>		<p>Answer the following question</p> <p>– Outline your knowledge and understanding of the ethical issues raised by the issue of suicide.</p>	<p>Wilcockson, M, <i>Issues of Life and Death</i>, Chapter 2</p>

Resource List:

Allsop, P, *Ethical Theory and New Testament Ethics*, Christian Theological Trust.

Allsop, P, (2000) *Religious Ethics*, Christian Theological Trust.

Barclay, W, (1976) *The Gospels and Acts Volume 1*, SCM Press.

Beswick, F, (1998) *The Sermon on the Mount*, First and Best in Education Ltd.

Bowie, R, (2004) *Ethical Studies* (Second Edition), Nelson Thornes.

Clarke, P, (2002) *Examining Philosophy and Ethics*, Nelson Thornes.

Clements, R, (2003) *Religious Ethics*: photocopiable resource, Highbury Publications.

Fletcher, J, (1966) *Situation Ethics – The New Morality*, John Knox Press: Westminster.

Jenkins, J, (2003) *Ethics and Religion* (Second Edition), Heinemann.

Singer, P, (1993) *Practical Ethics* (Second Edition):Cambridge.

Thompson, M, (1999) *Ethical Theory*, Hodder & Stoughton.

Tyler, S, K and Reid, G, (2002) *Religious Studies*, Philip Allen Updates.

Vardy, P, and Grosch, P, (1994) *The Puzzle Of Ethics*. Fount.

Vardy, P, (1997) *The Puzzle Of Sex*, Fount.

Wilcockson, M, (1999), *Issues of Life and Death*, Hodder & Stoughton.

Wilcockson, M, (1999) *Sex and Relationships*, Hodder & Stoughton.

Wyatt, J, (1998) *Matters of Life and Death*, Inter-Varsity Press.

Unit AS 7: An Introduction to Philosophy of Religion

Specification: GCE Religious Studies

Unit AS 7: An Introduction to Philosophy of Religion

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The existence of God.	<p>The three classical arguments for the existence of God could include the historical origins of the arguments, their nature and structure.</p> <p>Students will also be expected to be aware of the origins and nature of the relevant counter-arguments. An evaluation could consider the strength, importance and relevance of these</p>	<p>A consideration of the <u>Cosmological</u> argument to include: its origins in Aristotle and Aquinas with some relevant contemporary expositions of the argument, e.g. Copleston.</p> <p>Counter-arguments to include reference principally to Hume with subsequent commentary and analysis.</p>	<p>Could include a consideration of the reasons for and the nature and impact of atheism today: could include the cultural and social impact of secularization and atheism in e.g. literature, cinema, theatre or society.</p> <p>A reflection and analysis of the moral impact of widespread secularisation, atheism and consequent</p>	<p>A Brainstorm to consider what reasons students would give for the existence/non-existence of God.</p> <p>Use of relevant Audio-visual material e.g. The sea of faith series from the BBC</p>	<p>Davis (pp 26-63)</p> <p>Cole (pp 17-41)</p> <p>Hick (pp 15-26)</p> <p>Clarke (pp 23-37)</p> <p>Reid & Tyler (pp 10-17)</p>

	arguments, both in the past and now.	A consideration of the <u>Teleological</u> argument to include: the origins and nature of the argument	relativism in the Western World.		
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>as one would find it in e.g. Aquinas, William Paley with modern expositions of the same argument in e.g. Richard Swinburne.</p> <p>A consideration of the <u>Ontological</u> argument to include the origins and nature of the argument with reference to the work of Anselm of Canterbury, Descartes and counter- arguments from such thinkers as Gaunilo, Kant and Bertrand</p>	<p>Possible assessment of whether the “Death of God” has led to the emancipation and liberation of humanity that had been heralded by a number of earlier thinkers and writers e.g. Nietzsche or Marx and more recently Richard Dawkins.</p>		

		Russell.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The existence of evil	<p>That students will be familiar with the philosophical relevance and implications of the following distinctions: natural evil, moral evil and suffering.</p> <p>That students will be familiar with the central reasons as to why evil is such a problem for theism and the two main theodicies that have been offered by way of reply i.e. the Augustinian and Irenaean</p>	<p>Students should be familiar with the problems posed for theism by the existence of evil e.g. that an all merciful, good and omnipotent God who in theory should not want his creatures to suffer does in fact permit evil on a massive scale.</p> <p>Students should be aware in detail of the two main theodicies named and the strengths and deficiencies of both e.g. A basic criticism of the Augustinian</p>	<p>Reflections on evil and suffering as found in the work of philosophers and writers e.g. Albert Camus in his work The Rebel and in Fyodor Dostoyevsky's novel The Brothers Karamazov might be considered.</p> <p>Evil as it is experienced in the modern world and its impact in the form of the intellectual, religious, social and cultural reactions. E.g. disasters such as the Indian Ocean</p>	<p>Use of video and other relevant visual material to promote empathy and understanding as to the extent and nature of evil in the world e.g. depictions of evil as encountered by the victims of the Holocaust or the effects of war on the population of the Darfur region in Africa today.</p>	<p>Davis (pp 16-25)</p> <p>Cole (pp 85-97)</p> <p>Hick (pp 39-48)</p> <p>Clarke (pp 125-134)</p> <p>Reid & Tyler (pp 29-35)</p>

	<p>theodicies.</p> <p>Objections of theism to the above.</p>	<p>theodicy that a flawless</p>	<p>tsunami, the attack</p>		
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		creation could in fact never go wrong and also Augustine's failure to account for animal suffering and lastly the impact of evolutionary theory on this theodicy. The free-will defence argument should be considered.	on the twin towers and the aftermath of the Iraq war etc. could be considered. An exploration into the background of Anti- Semitism, the events of the Holocaust and the impact of these events for an assessment of moral evil.		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Miracles	<p>A consideration of miracles to include the reasons for and an understanding of the various suggested definitions of the term Miracle.</p> <p>An understanding of the philosophical problems posed for religious belief and that still persist for the concept of miracle beginning in the 18th century with the Age of reason and science down to the present day.</p>	<p>A history of the debate is essential, focussing on figures like Aquinas and the debates that followed in the 18th and 19th centuries when it appeared that both science and philosophy could no longer tolerate such an idea.</p>	<p>An outline, examination and assessment of belief in and the place of miracles in the world today e.g. healing miracles at religious shrines like Lourdes or as a result of religious/conversion experiences within Protestant denominations.</p> <p>An analysis of the view by detractors that miracles are merely psychosomatic events which are as yet unexplained scientifically.</p>	<p>Choose four students, two representing the sceptical position to put forward their own and informed views on why doubts may be cast on belief in miracle and two students alternatively who will defend the believers position. Class participation in the debate is to be encouraged.</p>	<p>Davis (pp 106-118) Cole (pp 60-71) Clarke (pp 109-111) Reid & Tyler (pp 21-28)</p>

	An understanding and critique of David Hume's substantial part in the philosophical	A detailed familiarity and critique of Hume's arguments is essential.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	debate that followed and an assessment of later philosophy and	An appreciation and assessment of the post - Humean debate from such diverse figures as L. Wittgenstein, Richard Swinburne, R.F. Holland, Brian Davies and others is to be encouraged.			
Religious experience	where we are today. A familiarity with and an ability to evaluate the nature and types of religious experience, focussing particularly on mysticism as a distinct area of religious	A consideration of religious experience using some of the following headings e.g. corporate religious experience, prayer, conversion, numinous etc., Contrasts with the events of ordinary daily experience.	An exploration, analysis and relevance of religious experience in the past and today. E.g. the Gnostics or the Cathars, Christian evangelicalism, the Charismatic movement, the rediscovery of Buddhism in the	Use of video material to illustrate various forms of religious experience throughout the world. Invitation to someone e.g. from a Christian evangelical group, a Charismatic group,	Davis (pp 64-76) Cole (pp 49-59) Clarke (pp 89-134) Jordan, Lockyer & Tate (pp71-90)

	<p>experience.</p> <p>Within that latter tradition candidates are</p>	<p>A study in particular of mysticism with reference to the figures already mentioned.</p>	<p>West and the development of New Age movements or the attraction for some of religious sects like the</p>	<p>a practitioner of meditation or the Kabala etc., to talk about the nature and relevance of their experiences.</p>	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	expected to be conversant with and should be able to evaluate the lives and writings of the following mystics: Teresa of Avila, Martin Buber and Thomas Merton.	Candidates will be expected to deal with the central philosophical issue of justification for the truth claims of such religiously based assertions.	Moonies and other such groups. Candidates may wish to contrast and evaluate any of the above with religious experience as one finds it in the older Christian traditions and denominations	Selected passages from the varied writings of the mystics and others to be read and discussed. The teacher could select part of an AS past paper question on religious experience e.g. the evaluation part and using notes etc., a bullet point answer could be assembled and a discussion could follow on the merits of the various attempts.	
The afterlife	The Philosophical problems	Candidates are expected to be	This theme will not be examined.	Ask the class to attempt an	Davis (pp 119-132)

	associated with the Body, Mind and Soul distinctions and the associated	aware of the philosophical problems associated with body, mind and soul distinctions as		imaginary description of what a life beyond death experience might be like and then a	Cole (pp 98-118) Hick (pp 120-141)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	concepts of resurrection, disembodied existence, reincarnation and the immortality of the soul.	<p>found in the doctrines of: Dualism, Materialism, Reincarnation and Resurrection.</p> <p>Reference may be made to the ideas of some of the following: Plato, Aristotle, Descartes, Gilbert Ryle, John Hick and Richard Dawkins among others.</p>		<p>follow-up evaluation and discussion which is very likely to preempt many of the philosophical problems that have been associated with the issue.</p> <p>After studying the topic students could write a summarised answer in bullet points to a (b) (evaluation) part of an AS question on the after life that had previously been set by examiners.</p>	Jones, Cardinal & Hayward.

Resource List:

Babuta, S, and Bragard, J, C, (1985&1988) *Evil*, Weidenfeld and Nicolson.

Clarke, P, J, (2001) *Questions about God*, A Guide for Students, Nelson Thornes.

Clarke, P, J, (2002) *Examining Philosophy and Ethics*, answers for A level, Nelson Thornes.

Cole, P, (2004) *Philosophy of Religion*, Hodder & Stoughton, second edition.

Cupitt, D, (1984) *The Sea of Faith – Christianity in change*, BBC publications.

Davis, B, (1982) *An Introduction to the Philosophy of Religion*, O.U.P.

Dewar, G, (2002) *AS&A Level Religious Studies: Philosophy & Ethics through diagrams*, O.U.P.

Hick, J, (1990) *Philosophy of Religion*, Prentice Hall International, fourth edition.

Jones, G, Cardinal, D, and Hayward, J, (2003) *Existentialism and Humanism, J.P. Sartre*, John Murray.

Jordan, A, Lockyer, N, and Tate, E, (1999) *Philosophy of Religion for A Level*, O.C.R. edition, Nelson Thornes.

Palmer, M, (1997 & 1999) *Freud and Jung on Religion*, Routledge.

Smart, N, (1969) *Philosophers and Religious Truth*, S.C.M. Press.

Thompson, M, (2006) *Religion and Science*, access to philosophy, Hodder Murray.

Tyler, S, K, and Reid, G, (2006) *Question and Answer Guide, Edexcel AS Religious Studies*, Philip Allan Updates.

Tyler, S, K, (1998) *Religious Studies: the Philosophy of Religion*, exam success guides, Philip Allan Updates.

Unit AS 8: An Introduction to the Study of Islam

Specification: GCE Religious Studies

Unit AS 8: An Introduction to the Study of Islam

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Historical Background	Muhammad's Arabian background	<p>Consider the nature of Arabian society: tribes and clans, customs, the landscape.</p> <p>Mecca's significance</p>	<p>This theme will not be examined.</p>	<p>In groups research one aspect of Muhammad's background and report back to the group by handout, poster or PowerPoint.</p> <p>Locate Mecca on a map and annotate in relation to the nature of trade and as a centre for pilgrimage.</p>	<p>Watton (pp 73-78)</p> <p>Esposito (pp 2-5)</p> <p>Guillaume, Chapter 1</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Religious beliefs in Arabia: polytheism, Judaism, Christianity, hanifs		Complete a worksheet which asks for the key beliefs of each group, the geographical location of the groups, the popularity of each.	
		The possible reasons for the rapid spread of Islam and the extent of success.		On a map shade in the extent of the spread of Islam within the first two centuries. Read sources and produce a list or brainstorm with possible reasons for the rapid spread of Islam.	Watton (pp 99-106) Esposito (pp 32 ff) Guillaume, Chapter 4 Emerick (pp 287-294)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Life and prophetic career of Muhammad	<p>Details of Muhammad's childhood, working life, marriage and family.</p> <p>Muhammad's call and reactions to it.</p>	<p>A more detailed study should include the following:</p> <p>Consider the details of Muhammad's call.</p>	<p>Examples of other aspects of human experience</p> <p>The significance and consequences of a religious call experience to people in any age.</p> <p>Suffering and persecution as perennial issues.</p>	<p>Examples of methodology</p> <p>Summarise Muhammad's life using the headings: Early Life, Call, Mecca, Hijra, Medina, Conquering Mecca, Death.</p>	<p>Examples of resources</p> <p>Watton (pp 78-93)</p> <p>Guillaume, Chapter 2</p> <p>Maqsood, Chapter 1</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Muhammad's varied roles.	Consider the titles which are given to Muhammad: prophet, leader, preacher and evaluate his success	Duties towards moral and legal responsibilities of political and religious leadership in any age.	In pairs review Muhammad's life and find examples of him being a prophet, preacher and leader. In groups and using past paper questions evaluate Muhammad's success. Use findings as a basis for a debate	
Book of the Qur'an	The origins of the Qur'an	Consider the Muslim beliefs about the eternal nature of the Qur'an, the corruption of previous revelations.		Using available resources draw a flow chart of the process of the revelation and compilation of the Qur'an.	Watton, Chapters 1&2 Esposito, Chapter 1 Guillaume, Chapter 3 Maqsood (pp 27-44) Emerick (pp 217-225)

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>The process of compilation</p> <p>The structure of the Qur'an.</p>	<p>Consider the revelations given to Muhammad, memorising, dictating, recording, compiling and finalising.</p> <p>Consider the organisation of surahs according to length, implications for dating, issues related to abrogation.</p> <p>The authority of the Qur'an for Muslims</p>	<p>The value of obedience to sacred texts.</p>	<p>Produce a Fact File on the structure of the Qur'an.</p>	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The language of the Qur'an	Consider the reasons for Muslim insistence that the Qur'an be recited and studied in Arabic.		In pairs list the advantages and disadvantages of worshipping in Arabic for the Muslim community. Use this information to prepare for a timed test.	
	Major themes	Introduce the five major beliefs and practices of Islam.	Sources of authority for believers beyond a sacred text.	Use two outlines of hands and label them with the five articles of faith and the five pillars. Divide the class into five groups with each researching one of the beliefs and one of the pillars. Present the	

				information to the class.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Sunnah and Hadith	Define the two terms and consider how these sources supplement the Qur'an.	Issues surrounding religious authority as being: liberative/restrictive.	Using actual examples of Sunnah and Hadith ask pupils to evaluate the value of these sources for the Muslim community	
Creeds and beliefs	The Five Pillars of Islam	Consider each of the pillars in detail – looking at the words and rituals, the religious symbolism and value to the individual and the community.	The challenge for ritual/moral/legal observance in different contexts.	Watch video/dvd material which demonstrates the pillars. From available resources collate notes under the headings: rituals, symbolism and value.	Watton, Chapter 3 Esposito (pp 88-93) Maqsood, Chapter 6 Emerick (pp 111-174)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Concepts of duty, motivation and worship	Consider the Muslim teaching that all of life is worship and the need for right intentions for obedience to be rewarded		In pairs evaluate the claim that rituals are of primary importance for Muslims.	
Worship and festivals	Eid ul Fitr and Eid ul Adha	<p>Consider the context of the two major festivals.</p> <p>Consider the rituals which accompany the festivals and their symbolism.</p> <p>Consider the value of festivals for the individual and the community, and compare to other</p>	The challenge to preserve religious identity of festivals in a secular age.	Imagine you are a reporter for a local newspaper. Write a factual account of your observations of the celebrations connected with either Eid ul Adha or Eid ul Fitr and explain the symbolism involved.	Watton (pp 46, 49) Esposito (pp 91-92) Maqsood, Chapter 10 Emerick (pp 243)

		aspects of the faith.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Worship and the Imam	<p>Consider the key features of collective Islamic worship: preparation, prayer, recitation, physical movement, sermons.</p> <p>Consider the role of the Imam in worship and in the Muslim community generally.</p>	<p>The role and responsibilities of religious leaders.</p>	<p>Write a job description for an Imam.</p> <p>In two groups, prepare for a debate, evaluating how essential an Imam is to the Muslim community.</p>	<p>Maqsood (pp 101) Emerick (pp 239)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The Mosque	<p>Consider the main features of a mosque: dome, minaret, washing fountain, qibla wall, mihrab, minbar, decoration, flooring and their use in worship.</p> <p>Evaluate the significance of the mosque for the individual and the community.</p>	<p>The extent to which personal faith/religious experience transcends places of worship.</p>	<p>Label a diagram of a mosque.</p> <p>Using the internet produce a short project on mosques.</p> <p>Using each of the key features of a mosque explain their significance for collective worship.</p>	<p>Maqsood, Chapter 11</p> <p>Watton (pp 138)</p> <p>Emerick (pp 236-239)</p>

Resource List:

Armstrong, K, (2002) *Islam A Short History*, Phoenix Press

Armstrong, K, (1991) *Muhammad A Biography of the Prophet*, Phoenix Press

Dawood, N.J. (translator), (1999) *The Koran*, Penguin Classics

Emerick, Y, (2002) *The Complete Idiot's Guide to Understanding Islam*, Alpha

Esposito, J, L, (1998) *Islam the Straight, Path*, Third, Edition OUP

Guillaume, Al, (1980) *Islam*, Penguin

Maqsood, R, (1997) *Teach Yourself Islam*, NTC Publishing Group

Smart, N, (1980) *The religious Experience of Mankind*, Collins

Waines, D, (1996) *An Introduction to Islam*, Cambridge University Press

Unit A2 1: The Theology of the Gospel of Luke

Specification: GCE Religious Studies

Unit A2 1: The Theology of the Gospel of Luke

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The function and role of Biblical Criticism	Source criticism	<p>Meaning and Origin of Source Criticism</p> <p>Methodology</p> <p>The Synoptic Problem and literary interdependence: Similarities and Differences</p> <p>Different Solutions to the Synoptic Problem</p> <p>Contribution of Key critics</p> <p>Priority of Mark</p> <p>Luke's Sources and his use of them: Mark, Quelle source, Special L material</p> <p>Value and contribution of Source Criticism</p> <p>Application to Luke's Gospel</p>	<ul style="list-style-type: none"> The relevance of source criticism for determining reliability of historical sources in any age. 	<p>Individual research on each of the four criticisms and presentations to the rest of the group</p> <p>Brainstorm of individual application of the criticisms to Luke's gospel</p>	<p>Banks (pp 236-245)</p> <p>Stein (pp 29-169)</p> <p>Stanton (pp 86-90)</p> <p>Barclay, (1980) (pp 82-110)</p> <p>Harrington, D (pp 56-69)</p> <p>Tuckett (pp 78-94)</p> <p>Mark Goodacre. Nickle (pp 128-136)</p> <p>McKnight, S (pp 19-44)</p> <p>Addis, Cole and Lee.</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Form criticism	<p>Meaning and Origin of Form Criticism Aims and central ideas, e.g. the importance of the oral period and how the needs of the community may have shaped the material through preaching, teaching, worship and apologetics.</p> <p>Methodology, e.g. three distinct phrases in the formation of the gospel, the life of Jesus, the oral period and the written period.</p> <p>The possibility of getting back to the actual words of Jesus.</p> <p>Key Scholarship, e.g. Dibelius and Bultmann</p> <p>Examples of application, e.g. miracle stories/legends/ myths/passion narratives/ pronouncement/legal sayings/Church rules/Christological sayings/wisdom sayings/prophetic</p>	<p>The relevance of form criticism for the impartial and uncommitted reader's study of Luke's gospel.</p>		<p>Banks (pp 246-254)</p> <p>McKnight (pp 71-82)</p> <p>Harrington, D (pp 70-83)</p> <p>Stein (pp 173-233)</p> <p>Tuckett (pp 95-115)</p> <p>Barclay, (1980) (pp 77-81, 236-249)</p> <p>Stanton (pp 20-24)</p>

		sayings/apocalyptic sayings/parables Value and contribution of Form Criticism Application to Luke's Gospel			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Redaction criticism	<p>Meaning, origins and emergence of Redaction Criticism</p> <p>The influence of the evangelists on the final product as authors presenting their gospel with a particular slant</p> <p>Methodology: Study of individual units of the gospel and the study of the gospel as a whole</p> <p>Key Scholarship, e.g. Marxsen; Conzelmann and the theology of salvation; Marshall and history and theology</p> <p>Value and contribution of Redaction Criticism</p> <p>Application to Luke's Gospel</p>	<p>A consideration of the role of biblical criticism as a tool, applicable to the study of sacred texts of any religion.</p>		<p>Banks (pp 254-260)</p> <p>Stein (pp 237-279)</p> <p>McKnight (pp 83-95)</p> <p>Barclay, (1980) (pp 252-278)</p> <p>Tuckett (pp 116-135)</p> <p>Harrington, D (pp 96-100)</p>
	Narrative Criticism	<p>Aims and central ideas, e.g. an attempt to examine the gospel in its entirety.</p> <p>To see the gospel has a narrative which has a recognisable structure, plot, characters,</p>			<p>Banks, (1990), Powell (pp 260-265)</p> <p>Tuckett (pp 174-181)</p> <p>Harrington, D (pp 1-</p>

		settings and events. The reader plays an active role.			15) McKnight (pp 121-137)
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Methodology, e.g. A study of the real author and the implied author as well as the real reader and the implied reader</p> <p>Key Scholarship, e.g. Robert Tannehill and Johnson, Chris Tuckett, M.A. Powell and S. Rhoads</p> <p>Examples of application, e.g. the plot/narrative time/sequence of events/frequency/conflict/setting/characterisation</p> <p>Value and contribution of Narrative Criticism</p> <p>Application to Luke's Gospel and his arrangement and order of material</p>			<p>Anderson, J, C, and Moore, S, D (pp.23-49)</p> <p>Tannehill, R, (1986), Harrington, Wilfrid (pp 11-14)</p>
Lukan Christology		<p>Candidates should display knowledge and understanding of the background to the titles Saviour, Christ/Messiah, Son of God and Son of Man</p>	<p>The relevance of Christological titles for Christians</p>	<p>Individual research on each of the Christological titles and</p>	<p>Banks (pp 30-33) Cooper (pp 156-177) Powell, (1989) (pp 60-63) Stanton (pp 220-234)</p>

		This should include factors such as Luke is the only evangelist to use	today. The impact of Jesus as	presentations to the rest of the group	NJBC 78: 32-43
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>the title Saviour, aside from a single reference in John 4:42. It would appear that the title Saviour becomes a common title for Jesus towards the end of the first century</p> <p>Christ/Messiah: Messiah as the Hebrew word meaning anointed one and in Greek Christos. How in the Old Testament the titles anointed one denote offices of divine appointment such as the elect people and the King. An understanding of how the titles came to refer to the ideal king of the future and having political connotations</p> <p>Son of God and its Old Testament background of Israel as God's son and how it came to be regarded as a messianic title carrying with it the</p>	<p>Messiah for a chaotic world in search of meaning.</p>		<p>Conzelmann (pp 170-172)</p> <p>Doohan (pp 75-80)</p> <p>Harrington, Wilfrid (pp 16-17)</p> <p>Campbell (pp 154-156)</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>idea of a Kingly Messiah Son of Man and its Old Testament background of Daniel Ch. 7 and how the title became a messianic title and its fusion with the idea of the suffering servant</p> <p>Luke and his specific illustrations and use of the titles throughout his gospel which allow for an understanding of the person of Jesus</p> <p>Jesus as the one who saves and reconciles all people to God Jesus as the Christ/Messiah who suffers for humanity as opposed to political ruler</p> <p>Jesus as the chosen Son of God who is obedient to his Father and the unique relationship between father and son</p>			

		Jesus as the suffering Son of man who is able to relate to the suffering of humanity			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Religious Themes	Universalism	<p>Knowledge, understanding and critical evaluation of:</p> <p>Universalism as a central theme for the Gospel of Luke</p> <p>The possibility of how Luke's own Gentile background influenced the emphasis on universalism</p> <p>Luke's universal theology of salvation for all humanity</p> <p>Universalism as reflected in the infancy narrative: Infancy characters and how they reflect universalism for e.g. Zechariah, Elizabeth, Mary and Anna, the shepherds, Simeon (Nunc Dimittis), Lk. 1:79</p> <p>Preaching of John the Baptist Lk. 3:6</p> <p>Genealogy of Jesus</p> <p>Outreach to the poor, oppressed, downtrodden,</p>	<ul style="list-style-type: none"> • The relevance of universalism for social issues in a contemporary society. • The impact of Luke's teaching in relation to the relevance of Luke's presentation of universalism for contemporary society. • The contribution of Luke's teaching to human 	<p>On whiteboard write the word 'universalism' in the middle and brainstorm ideas on why Luke wrote a universal gospel and evidence within the gospel.</p>	<p>Banks (pp 268-271)</p> <p>Cooper (pp 35-38)</p> <p>Barclay, (1980) (pp 216-222)</p> <p>Doohan (pp 136-141, 145-149)</p> <p>Harrington, Wilfrid, (pp 58-73, 74-86)</p> <p>Barclay's (1975) commentary on the individual parable's and miracles reflecting universalism.</p> <p>Tannehill's (1996) commentary on the individual parable's and miracles reflecting</p>

		women, religious groups: Samaritans, the gentiles the marginalized, sick and the suffering, outcasts and sinners, tax collectors	attempts to alleviate		universalism. Kodell's commentary on the individual parable's and miracles reflecting universalism.
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Universalism as reflected in the parables of Jesus: for e.g. Good Samaritan, the great feast, parables of the Lost Lk. 15, mustard seed, Rich man and Lazarus, the persistent widow</p> <p>Universalism as reflected in the miracles of Jesus: for e.g. The miraculous catch of fish Lk. 5, the curing of the lepers, miracle healings of men and women, Centurion's servant, widow of Nain</p> <p>The universal nature of the twelve apostles</p> <p>The sinful woman Lk. 7:36-50</p> <p>The good thief</p> <p>The relevance of Luke's presentation of universalism for contemporary society</p>	suffering.	Divide class into groups providing a reading with a universal parable or miracle so that they have to discuss why it is universal to the rest of the group	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Discipleship	<p>Discipleship in Luke: Call of Discipleship Lk.5:1-11; Call of Levi Lk.5:27-28; Call of the Twelve Lk.6:12-16; Mission of the Twelve Lk.9:1-6; The Call and mission of the 72; Lk.10:1-20; Demands and qualities of Discipleship: Prayer Lk.11:1-13; Total Commitment, renunciation and rewards of discipleship Lk. 9:23-27, 57-62, 12:16-21, 22-34, 14:25-33, 16:1-8, 13, 19-31, 18:18-30; 19:1-10; Avoid Scandal Lk. 17:1-4; Humility and service Lk. 9:46-48, 14:7-14, 17:7-10, 22:24-30; Faith of the Disciples Lk. 5:20, 8:25 8:40-56, 17:5-6, 17:19; Teaching on discipleship found in the Sermon on the Plain Lk. 6:20-49; The role and place of Peter, Mary and the disciples. The relevance of Luke's presentation of discipleship for</p>	<ul style="list-style-type: none"> • The impact of Luke's teaching on the call to discipleship today. • The relevance of Luke's teaching for the practice of discipleship in contemporary society. 	<p>Divide the class into groups and each group must take a different dimension of discipleship to research and to present their findings to the larger group. Complete a research project on the individual disciples and their contribution.</p>	<p>Banks (pp 276-284) Cooper (pp 102-121) Fitzmyer (pp 117-145) Doohan (pp 112-130) Tannehill (pp 201-275) Barclay's (1975) commentary on the individual references reflecting discipleship. Tannehill's (1996) commentary on the individual references reflecting discipleship. Kodell's commentary on individual</p>

		contemporary society.			references reflecting discipleship.
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Women	<p>Place of Women in Luke's Gospel: Background to the position of women at the time of Jesus and before.</p> <p>Prominent role of women in Luke:</p> <p>Women in the Infancy narrative (Mary, Elizabeth, Anna);</p> <p>Women in the ministry of Jesus: The healing of Simon's mother-in-law Lk. 4:38-39; the widow of Nain Lk: 7:11-17; the sinful women Lk. 7:36-50; Galilean women Lk. 8:1-3; Jairus' daughter and the woman with haemorrhage Lk. 8:40-56;</p> <p>Martha and Mary Lk. 10:38-42; the enfeebled woman Lk 13:10-17; the widow's offering Lk. 21:1-4; the daughters of Jerusalem Lk. 23:27-30; the women at the cross Lk. 23:49; burial of Jesus Lk. 23:55-56; the empty tomb Lk:24:1-12.</p>	<ul style="list-style-type: none"> • The impact of Luke's teaching on the role of women in the church today. • The relevance of Luke's teaching for human attempts to deal with the problems of prejudice and discrimination in society today. 	<p>Research role of women at different stages in history.</p> <p>Brainstorm the main female characters in Luke.</p> <p>Debate the contribution if any at all that women made to Jesus' ministry.</p> <p>Discuss the role of women in society today.</p>	<p>Banks (pp 284- 289)</p> <p>Kopas, Theology Today vol. 43, no. 22, July 1986, (pp 192-202)</p> <p>Reid (1996)</p> <p>Schaberg, Jane, Alice Bach and Esther Fuchs. (2004)</p> <p>Wansbrough (pp 143-144)</p> <p>Barclay, (1980) (pp 220-221)</p> <p>Powell, (1989) (pp 93-97)</p> <p>Harrington, D (pp 70-72)</p> <p>Levine & Blickenstaff, (pp 1-22, 23-43, 44-69, 246-268)</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Woman in Parables: The parable of the yeast Lk. 13:20-21; the parable of the lost coin Lk. 15:8-10; the parable of the persistent widow Lk. 18:1-8.</p> <p>Luke's male and female parallelism throughout his Gospel.</p> <p>A critical evaluation of Luke's presentation of women in his Gospel.</p> <p>The relevance of Luke's portrait of women for contemporary society.</p>		<p>Highlight how their role has changed and if their roles today are equal to males.</p>	<p>Barclay's (1975) commentary on the individual references reflecting women in Luke.</p> <p>Tannehill's (1996) commentary on the individual references reflecting women in Luke.</p> <p>Kodell's commentary on individual references reflecting women in Luke.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The theological significance of the words and deeds of Jesus	The Sermon on the Plain (6:17-49)	Outline, knowledge and understanding of the content: The gathering, the beatitudes and woes, the command to love your enemies, teaching on judgement, a tree and its fruit, the two foundations; An understanding of the moral and ethical demands of the Sermon The main Lukan themes found in the Sermon: Kingdom; Universalism; Mercy; Love; Discipleship; The relevance of Luke's Sermon for discipleship and contemporary society	<ul style="list-style-type: none"> • The relevance of Luke's ethical teaching for the issues of crime and punishment. • The impact of Luke's ethical teaching for human attempts to provide an equal distribution of the world's resources. 	Divide the class into groups and each group take a theme that is found in the sermon and they discuss to the rest of the group why the theme is important to Jesus and the audience of the sermon.	Banks (pp 290-300) Doohan (pp 132-136) Barclay's (1975) commentary on the individual content of the sermon. Tannehill's (1996) commentary on the individual content of the sermon. Kodell's commentary on individual content of the sermon.

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>How the Parables of the Kingdom and Parables of Crisis illustrate aspects of Jesus' teaching on the Kingdom of God</p>	<p>An understanding of the term Kingdom of God Background to the concept Kingdom of God Nature of the Kingdom of God: An expression of God's power; A realised eschatology; An inaugurated eschatology; A future eschatology; Universal Kingdom; Growth of the Kingdom; A consideration of some of the following parables for e.g. Parables of and about the Kingdom: The new patch and the new wine skins Lk. 5:36-39; The parable of the Sower and explanation Lk. 8:4-8, 11-15; The parables of the mustard seed and the yeast Lk. 13:18-21; The parable of conduct of invited guest and hosts Lk. 14: 7-14</p>	<ul style="list-style-type: none"> The impact of Luke's parables in an era of declining faith and atheism. The relevance of Luke's parables in giving encouragement to people working for the good of society. 	<p>Discussion on an understanding of the word Kingdom Individual groups to search out Lukan references to support the three understandings of eschatology.</p>	<p>Blomberg (1990) Dodd, C.H. (1935) Banks (pp 194-206, 301-306) Cuiba (pp 43-57, 59-74, 97-120) Hendrickx. (Parables of Jesus). NJBC, (pp 1364-1369) Wansbrough (pp 150-166) Cooper (pp 50-76) Campbell (pp 144-153) Stanton (pp 204-214) Smith (pp 8-9) Barclay's (1975) commentary on the individual parables in Luke. Tannehill's (1996) commentary on the individual parables in</p>

		The Parable of the Great Banquet Lk. 14:15-24			Luke.
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>The parables of the lost Lk. 15</p> <p>The budding fig tree Lk. 21-33</p> <p>Parables of Crisis:</p> <p>The rich fool Lk. 12:16-21;</p> <p>A returning master and vigilant servants Lk. 12:36-38;</p> <p>The thief and the householder Lk. 12:39-40;</p> <p>The barren fig tree Lk. 13:6-9;</p> <p>The narrow door Lk. 13:22-30;</p> <p>The rich man and Lazarus Lk. 16:19-31;</p> <p>The parable of the ten gold coins Lk. 19:11-27;</p> <p>The Wicked vinedressers Lk. 20:9-19;</p> <p>This list of parables is not exhaustive.</p> <p>The relevance of parables for contemporary society.</p>		<p>Class debate on evidence why the parables are Kingdom parables and Crisis parable</p> <p>Discuss the usefulness of parables as a method of teaching</p>	<p>Kodell's commentary on the individual parables in Luke.</p> <p>Banks commentary on the Kingdom and the individual parables in Luke.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>How Miracles illustrate aspects of Jesus' teaching on the Kingdom of God</p>	<p>Signs of the Kingdom: Power of the Kingdom, Power of God, God at work in the world, Fulfilment and establishment of the Kingdom, Salvation and Kingdom for all in need of healing</p> <p>Faith and miracles</p> <p>A consideration of some of the following types of miracles found in Luke's Gospel to illustrate their theological significance for e.g.</p> <p>The epileptic boy Lk. 9:37-43; The Gerasene demoniac Lk. 8:26-39;</p> <p>The paralysed man Lk. 5:17-26; The man with the withered hand Lk. 6:6-11;</p> <p>The man with dropsy Lk. 14:1-6; The enfeebled woman Lk. 13:10-17;</p> <p>The ten lepers Lk. 17:11-19;</p>	<ul style="list-style-type: none"> • The relevance of Jesus' miracles on the debate between religion and science. • The impact of Jesus' miracles on the practice of medicine and alternative forms of healing. 	<p>Class debate on how the miracles of Jesus show aspects of the Kingdom</p> <p>Individual groups could take one aspect to research</p> <p>Class debate on why miracles are difficult to believe in today</p>	<p>Banks (pp 206-227) Cuiba (pp 75-95) Hendrickx (<i>The Miracles Stories</i>). NJBC (pp 1369-1373) Stanton (pp 214-219) Campbell (pp 140-141) Cooper (pp 77-102) Barclay's (1975) commentary on the individual miracles in Luke. Tannehill's (1996) commentary on the individual miracles in Luke. Kodell's commentary on the individual miracles in Luke. Banks commentary on the individual miracles in Luke.</p>

		The Centurion's servant Lk. 7:1-10; The woman with the haemorrhage Lk. 8:43-48;			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>The blind man at Jericho Lk. 18:35-43;</p> <p>The widow at Nain Lk. 7:11-17;</p> <p>The raising of Jairus' daughter Lk. 8:40-42, 49-56;</p> <p>The miraculous catch of fish Lk. 5:1-11;</p> <p>The calming of the storm Lk. 8:22-25;</p> <p>The feeding of the five thousand Lk. 9:10-17;</p> <p>The Virgin birth and Resurrection;</p> <p>This list of miracles is not exhaustive.</p> <p>The relevance and difficulty of miracles for contemporary society</p>			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Interpreting Luke	Luke's portrayal of Jesus	Portrait of Jesus specific to Luke Awareness of the place of Christ in Luke's gospel Relationship and constant communion with his Father Fulfilment of God's plan Jesus in control Bringer of good news and joy Compassionate and merciful portrait: Friend of sinners and the marginalised Saviour Filled with the Holy Spirit King Prophet Martyr	Humanitarianism Hatred Passivism Capital punishment. <ul style="list-style-type: none"> • The relevance of the life of Jesus for the issues of sin, revenge; hatred and Capital Punishment. • The impact of the life of Jesus on the practice of forgiveness, compassion, mercy and pacifism. 	Draw a spidergram to illustrate the different dimensions to Luke's portrait of Jesus supported with specific Lukan examples Power point presentation from the students on a specific aspect of the Lukan Jesus	Banks (pp.29-32) Stanton (pp 271-274) Conzelmann (pp 187-206) Cooper (pp 156-177) Doohan (pp 67-80) Harrington, Wilfrid, (pp 20-29, 42-57, 74-86)

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Luke's presentation of salvation history	<p>Definition of term Salvation/Saviour God as Universal Saviour God's intervention/Divine Plan/Redemptive purpose Salvation as the coming of the Kingdom of God Salvation in the present (Today: the here and now) Delay of the parousia An exploration of Luke's presentation of salvation history as outlined by scholars such as Conzelmann</p>	<ul style="list-style-type: none"> • Other faiths and their teachings on salvation. • The impact of Luke's presentation of salvation history on the Christian debate about the saved and the lost. • The relevance of Luke's presentation of salvation history in a world indifferent to God. 	<p>Discussion on an understanding of the term saviour and what it means today and in the history of Christianity</p> <p>A research project on the different scholarly viewpoints concerned with salvation history in Luke</p>	<p>Banks (pp 229-233) Conzelmann. Green.Powell, (1989) (pp 76-81)</p> <p>Wansbrough (pp 138- 149)</p> <p>Doohan (pp 145-149)</p> <p>Stanton (pp 97-99)</p>

Resource List:

Banks, R, (2006) *The Gospel of Luke*, Introduction and Theology, Colourpoint Educational.

Barclay, W, (1975) *The Daily Study Bible*, The Gospel of Luke Revised Edition, Saint Andrew Press.

(1980) *The Gospels and Acts Vol. One*, The first three Gospels, SCM Press LTD.

Blomberg, C, L,(1990) *Interpreting the Parables*, IVP Academic.

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Unit A2 2: A Study of Acts, Galatians and 1 Corinthians

Specification: GCE Religious Studies

Unit: A22 A Study of Acts, Galatians and 1 Corinthians

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Paul in captivity	Jerusalem 21:15-23:22	Paul's visit to James Arrest in the Temple Paul's defence speech (including conversion) Paul before the Council Plot against Paul's life	The impact of Paul's experiences for Christians under persecution today. The relevance of Paul's experiences for the issue of the right to free speech.		Fernando (pp 553-557) Stott (pp 335- 355) Marshall (pp 342-361) Bruce (pp 403- 433)
	Caesarea 23:23-26:32	Paul before Felix/Felix and Drusilla Paul before Festus Paul before Agrippa and Bernice/ Agrippa		The impact of Paul's experience in Caesarea for those defending and proclaiming the word today. The relevance of Paul's experiences for the right to a fair trial	Fernando (pp 557-605) Stott (pp 355-382) Marshall (pp 369-401) Bruce (pp 403-433)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Journey to and stay in Rome 27:1-28:31	Paul's journey to Rome: route, storm at sea, shipwreck, Malta Paul in Rome	The relevance of Paul's journey to Rome for Christians in times of difficulty. The impact of Paul's experiences on the challenge of commitment to an ideal.	On a map shade in the extent of the spread of the gospel by the time Paul reached Rome.	Fernando (pp 606-632) Stott (pp 383-405) Marshall (pp 401-427) Bruce (pp 474-511)
	The ending of Acts	A consideration of the reasons for the abrupt ending of the book of Acts			Refer to chapters on 'purpose' for info on ending of Acts.

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The Theology of Acts	The Council of Jerusalem 15:1-35	Proceedings of the Council Significance of circumcision for the Jews Gentile entry into the church Jewish food laws Implications of decisions made for the spread of the gospel.	'Unspoken rules' attached to some Christian denominations today and their effect on attracting new members Significance/importance of councils for major decision making within Christianity.	Discuss times when people might have to change to fit in with others <i>In your file:</i> 1. Outline the circumstances which led to the Council of Jerusalem; 2. Discuss the issues which were before the Council; 3. Comment on the view that the outcome of this council changed the character of Christianity	Fernando, p.412-440 Stott, p.240-252; Marshall, p.242-256; Bruce, p.282-302

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>Pisidian Antioch speech 12:13-43</p> <p>Impact of this speech on preachers attempting to reach a particular audience.</p> <p>Relevance of this speech as a warning to those whose minds are closed.</p>	<p>God of Israel revealed his purpose through his saving acts for his chosen people (13:16-22)</p> <p>The ultimate saving acts was promised of a Saviour (Jesus) from the line of David (13:23)</p> <p>Proclaimed by John the Baptists as greater than himself but Jewish leaders had rejected him and condemned him to death, fulfilling the words of the prophet (13:24-29)</p> <p>Jesus had risen from the dead and appeared to his disciples, proving he was the Messiah (13:30-33)</p>	<ul style="list-style-type: none"> Impact of this speech on preachers attempting to reach a particular audience Relevance of this speech as a warning to those whose minds are closed. 		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>David was not messiah, for he died and his body rotted (13:34-39)</p> <p>Through Jesus' death salvation is offered (13:38-39)</p> <p>Warning not to turn down this offer of salvation.</p>			
	Athens speech 17:22-34	<p>Paul comments on the intense religious nature of the people of Athens (17:22)</p> <p>Only through ignorance they worshipped an Unknown God (17:23)</p> <p>This God is the creator of the world and does not need a Temple to live in (17:24)</p>	<ul style="list-style-type: none"> Impact of this speech on preachers attempting to reach a particular audience Relevance of this speech for recognizing God's presence in the world today. 	<p>In bullet point form write out the main points of the three speeches</p> <p>Discuss Paul's different approach to different audiences</p> <p>Spidergram covering main points of speech.</p>	Fernando, (pp 472-488) Stott, (pp 281-291) Marshall, (pp 285-291) Bruce, (pp 332-344)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Does not need offerings (17:25)</p> <p>Is in control of man's destiny (17:26)</p> <p>Man longs for God (17:27-28)</p> <p>God's image cannot be made into an idol (17:29)</p> <p>Sins of ignorance have been overlooked before, but now is the time to repent (17:30)</p> <p>God will judge the world through Jesus who rose from the dead (17:31)</p> <p>Aftermath of speech (17:32-34)</p>			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Miletus speech 20:17-36	<p><i>Paul looks back to is time spent at Ephesus:</i> With humility worked a God's servant through trouble and Jewish plots (18-20) Paul had been an outspoken messenger of Christ in public and private; to both Jew and Gentile (20:21)</p> <p><i>Paul looks forward:</i> He is obligated to go to Jerusalem by the power of the Spirit (20:22) Prison and trouble lies ahead of him (20:23) He wants to complete God's task (20:24) They will never see him again and the responsibility for their church is now theirs, not his (20:25-31)</p>	<ul style="list-style-type: none"> Impact of this speech on preachers attempting to reach a particular audience. Relevance of this speech for leadership today. 	Spidergram covering main points of speech.	Fernando (pp532-548) Stott, pp 323-330; Marshall, (pp328-336) Bruce, (pp 387-396)

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p><i>A final commendation:</i> That the care of God and the message of grace build them up (20:32) To recall his own example of being self- supporting and hard- working (20:33-35)</p>			
Paul's letter to the Galatians	Purpose	To recall the Galatians to the gospel that Paul preached			
	Characteristics and main themes	<p>Style of writing – abrupt Theme</p> <p>A summary of; Paul's authority Justification by faith Christian freedom</p>	<ul style="list-style-type: none"> Relevance of Galatians for issues of religious controversy today. 		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The defence of Paul's authority 1-2	<p>Who were the Judaisers? Trouble in Galatia (1:6-10)</p> <p>Paul's message not of human origin (1:11-24)</p> <p>Endorsed by other apostles (2:1-10)</p> <p>Peter rebuked for his inconsistency (2:11-21)</p>			<p>Stott, (pp 21-67) Freed, (pp 89-107)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Paul's teaching on Law and grace; Justification by faith 3-4	<p>Galatians' experience of the Spirit (3:1-5)</p> <p>Example of Abraham (3:6-9)</p> <p>Danger in replying upon the law (3:10-14)</p> <p>Purpose of the law in history (3:15-25)</p> <p>True descendants of Abraham (3:26-29) god's dealings with the Jews illustrated (4:1-7)</p> <p>Paul's concern for the Galatians (4:8-20)</p> <p>The true sons of Abraham shown from scripture (4:21-31)</p>	<ul style="list-style-type: none"> Impact of Paul's teaching for Christian mission today. Relevance of Galatians for the issue of obedience to sacred texts. 		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Life in the Spirit and Christian freedom 5-6	The importance of standing firm for freedom (5:106) Paul's hope for the Galatians (5:7-12) The proper use of freedom (5:13-25) The 'law' of Christ (5:26-6:5) Sowing to the Spirit (6:6-10) Conclusion (6:11-18) Should a person obey the law of Moses in order to be a true Christian?	<ul style="list-style-type: none"> Relevance of Paul's teaching for contemporary Christian living. Impact of this teaching on the issue of the right to freedom. 		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Paul's 1st letter to the Corinthians	Purpose	To deal with the letter sent by the Corinthians and to raise issues brought to Paul independently.		Produce a Fact File on the key issues covered in 1 Corinthians.	
	Characteristics and main themes	The Corinthian Correspondence A summary of unity, immorality, lawsuits, marriage, worship and Lord's supper and spiritual gifts.			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Unity 1-4	<p>Division into parties (1:10-12)</p> <p>Not due to Paul (1:13-17)</p> <p>The foolishness of the gospel (1:18-2:5)</p> <p>A message revealed (2:6:16)</p> <p>Misunderstanding of leadership (3:1-9)</p> <p>The foundation and the building (3:10-17)</p> <p>Foolishness of worldly wisdom (3:18-23)</p> <p>Apostles of Christ (4:1-21)</p>	<ul style="list-style-type: none"> The relevance of Paul's teaching on unity for Christian and other faith traditions. The impact of this teaching on unity for leadership and authority in the Church. 	<p>Use two outlines of hands and label them with the five issues the Corinthians wrote to Paul about and the five issues raised by Paul. Divide the class into five groups with each researching one of the issues from each hand. Present the information to the class.</p>	<p>Prior, (pp 19-69) Morris, (pp 37-82) Freed, (pp 60-75) Bruce (Cor), (pp 30-53)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Immorality 5-6	A case of incest (5:1-13) Fornication (6:12-20)	<ul style="list-style-type: none"> The relevance of Paul's teaching in a world of differing understandings of sexual morality. 		Bruce, (pp 53-66) Prior, (pp 0-103; 105-113) Morris, (pp82-90/95-101) (pp90-95)
	Lawsuits 6	Lawsuits against fellow Christians (6:1-11)			Prior, (pp114-139) Morris, (pp101-120) Bruce, (pp66-78)
	Marriage 7	General principle (7:1-7) The unmarried and the widow (7:10-11) The married (7:8-9) The Christian married to an unbeliever willing to live with the believer (7:12-14) The Christian married to an unbeliever not willing to live with the believer (7:15-16) Lead the life assigned by God (7:17-24) Virgins (7:17-24)	<ul style="list-style-type: none"> The impact of Paul's teaching on the issues of civil partnership and divorce. 		Prior, (pp178-191) Morris, (pp148-162) Bruce, (pp102-116)

		Widows (7:39-40)			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Worship and the Lord's Supper 11	The veiling of women (11:2-16) The Lord's Supper (11:17-34)			Prior, (pp 192- 255) Morris, pp (162- 200) Freed, (pp 76-82) Bruce, (pp116- 137)
	Spiritual gifts 12-14	The variety of gifts (12:1-11) Diversity in unity (12:12-31) In praise of love (13:1- 13) Prophecy is superior to 'tongues' (14:1-25) The practical outcome (14:26-33) Women in church (14:34-36) Conclusion (14:37-40)	<ul style="list-style-type: none"> The relevance of Paul's teaching for an understanding of unusual manifestations of the Spirit. The impact of Paul's teaching on the role of women in the church today. 		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Paul in Acts and Letters	The personality of Paul; the Paul of Acts; the Paul of letters	<p>An exploration could include a study of some of the following:</p> <ul style="list-style-type: none"> • Paul the pastor • Paul the missionary • Paul as 'all things to all men' • Paul and circumcision • The contrast between Luke's presentation of Paul and the Paul we see through Galatians and 1 Corinthians 	<ul style="list-style-type: none"> • The relevance of the life of Paul for the practice of discipleship in contemporary society. • The impact of Paul's teaching on the call to discipleship today. 	<p><i>In your files:</i> Comment on the claim that Luke does not seem to know the real Paul</p>	<p>Gilbride, J – to be published Marshall, (pp 42-44) Bruce, (pp 14-17) Drane, (pp 241)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Paul on the Resurrection	The resurrection of Christ (15:1-11) The denial of the resurrection (15:12-19) The consequences of Christ's resurrection (15:20-28) Arguments from Christian experience (15:29-34) The resurrection body (15:29-34) The resurrection body (15:35-49) Victory over death (15:50-58)	Debate over whether or not resurrection was a physical event		Stott, (pp 256-277) Morris, (pp 200-231) Bruce (Cor), (pp 137-157)

Resource List:

Barrett, CK., *1 Corinthians*, Black

Bruce, FF, *The Acts of the Apostles*, Apollos

Bruce, FF, *The New Century Bible Commentary*, 1&2 Corinthians, Errdmans

Bruce, F.F. "Is the Paul of Acts the Real Paul?" Bulletin of the John Rylands University Library of Manchester 58 (1976): 282-303.

Drane, J, (1986) *Introducing the New Testament*, Lynx Communications: Oxford

Fernando, A. (1998) *The NIV Application Commentary*, Zondervan: Michigan

Gilbride, J, *Acts, I Corinthians and Galatians*, Colourpoint, 2008

Guthrie, D, *new testament Introduction*, Apollos

Hewitt, FS, *The Genesis of the Christian Church*, Arnold

Hewitt, FS, (1964) *Genesis of the Early Christian Church*, London: Edward Arnold

Marshall, IH, *Acts of the Apostles*, IVP

Prior, D, *The Message of 1 Corinthians*, IVP

Stott, J. *The bible Speaks Today Series: Acts*

Stott, JRW, *The Message of Galatians*, IVP

Unit: A2 3 The Covenant Community Prophecy and Renewal

Specification: GCE Religious Studies

Unit: A23 The Covenant Community Prophecy and Renewal

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The Prophet Jeremiah (Jer.1:1-32:15)	The ministry of Jeremiah: Prophet of Judgement, Prophet of Hope, Prophet of Repentance, Prophet of Personal Religion. <ul style="list-style-type: none"> • Message and life; • Confessions, repentance, enacted prophecy; and • New covenant /message of hope. 	Consider the significance of Jeremiah's role as the last of the pre-exilic prophets: Historical background. Call. Early stage of his ministry (Marriage imagery, Judah's primary and secondary sins, the Nature of the punishment, the Call to Repentance) Temple sermon and teaching on sacrifice. Enacted prophecy,	The relevance of Jeremiah's call for an understanding of the call of discipleship today. The impact of Jeremiah's message of justice for society today. The relevance of Jeremiah's teaching in a world of human pain and tragedy. A consideration of how Jeremiah's life gives an insight into the demands	Discuss Jeremiah's teaching on the nature of Judah's sin and the inevitability of exile. Describe Jeremiah's understanding of the nature of the Jewish God, Yahweh.	Drane, (pp 146-148) Anderson, (pp 392-432) McConville, (pp 45-73) Prevost, (pp 73-92) Miller, (pp 149-177)

		(consider Jeremiah's life as an acted parable).	on the prophet in any age or religion.		
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Confessional passages.		List the ways in which his message reiterates the teachings of his prophetic predecessors. Identify his unique contribution to the development of Israel's faith.	
		Message of Hope and formation of the New Covenant.		Identify the ways in which the new covenant was similar and yet different from the covenants which had preceded it.	

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The prophet Ezekiel. (Ezek.1-7, 33-48)	The ministry of Ezekiel: Prophet in exile, Prophet of Doom, Prophet of Personal Responsibility, Spiritual Sentinel, Father of Judaism, Prophet of Hope. <ul style="list-style-type: none"> • Message and life; • Judgement, watchman of Israel, vision of the temple; and • Renewal and hope. 	Historical background (Consider the significance of prophecy outside the land of Israel.) Preparation of Jews in Babylon for the final destruction of Jerusalem. Call. Doctrine of Personal accountability/ Watchman, Sentinel. Prophecies against Judah and Jerusalem. Messages of Hope/formation of the New Israel,	The relevance of Ezekiel's life and teaching for Christians in times of difficulty. The impact of the teaching of Ezekiel on the issues of commitment and personal accountability.	Discuss the impact of exile on the Jewish people: - politically, - religiously. In what sense had the unthinkable happened? Explain the notion of "synagogue" worship. Identify the nature of Ezekiel's priestly/ prophetic role in exile. In what sense could some of Ezekiel's prophecies be considered apocalyptic? Discuss the theme of "Resurrection" in Ezekiel's	Miller, (pp 178-202) Prevost, (pp 95-109) McConville, (pp 83-106) Drane, (pp 163-166) Anderson, (pp 427-454) Sawyer, (pp 104-112)

	Vision of the Temple.	teaching and relate to Jesus' saving mission.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Deutero-Isaiah (40-55)	<p>The ministry of Deutero-Isaiah: Comforter of Israel in troubled times, Divine Consoler, Messenger of Reassurance and Hope.</p> <ul style="list-style-type: none"> • Theme of new Exodus; • Sovereignty of Yahweh; and • Songs of suffering 	<p>Historical background: decline of Babylonia and rise of Persia.</p> <p>Religious consequences of exile.</p> <p>Theological crisis associated with the rise of Cyrus.</p> <p>Call.</p> <p>Yahweh's sovereignty.</p> <p>Deliverance from Babylon/ the New Exodus (Yahweh is Redeemer of His people).</p> <p>Suffering Servant Songs.</p>	<ul style="list-style-type: none"> • The relevance of the 'Servant songs' for a chaotic world in search of meaning. • The impact of Deutero-Isaiah's message of divine love and redemptive forgiveness for Christians today. 	<p>Make a list of the characteristics of God as outlined in the call of Deutero-Isaiah.</p> <p>Critically evaluate the idea that this unknown author might be considered the greatest of all the prophets.</p> <p>Examine the ways in which his message combined the teachings of Jeremiah and Ezekiel on the nature of God.</p> <p>Examine the manner in which Jesus fulfils the prophecies</p>	<p>Anderson (pp 467-500)</p> <p>Miller (pp 208-224)</p> <p>Sawyer (pp 85-86)</p>

				regarding the Servant of God who was to suffer to save man from sin.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The work of the Chronicler (Neh. 1-12, Ezra 1-10)	<p>The return from Exile. Reform, restoration and renewal.</p> <ul style="list-style-type: none"> • Ezra the Architect of Judaism, Nehemiah Governor of Judah; • Return from exile, restoration and reform; and • Renewal of the covenant. 	<p>Historical background: problems facing the returning exiles. Administrative and judicial reform- the contribution of Nehemiah, the Governor, to the restoration of Judah. The religious influences of Ezra, the Architect of Judaism. Significance of policies of separation and exclusion. The renewal of the covenant.</p>	<ul style="list-style-type: none"> • A consideration: The work of the Chronicles for contemporary views on moral living. • A relevance of the practice of exclusion for human attempts to deal with the problems of prejudice and discrimination in society today. 	<p>Discuss the nature of the challenges facing Nehemiah and Ezra. Outline the qualities they possessed which enabled them to achieve their civil, social and religious objectives.</p> <p>Discuss the significance of the Temple in the lives of the restored exiles.</p>	<p>Kidner (pp 31-133) Anderson (pp 507-533) Prevost (pp 112-116) Drane (pp 179-186)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Covenant and Prophecy	<p>Understanding the role and message of the true prophets of Yahweh.</p> <ul style="list-style-type: none"> • Characteristics of true and false prophecy; • The rediscovery of the Torah and Josiah's reform programme; and • The role of the prophet in times of distress. 	<p>Consider the phenomenon of PROPHECY as outlined in the Old Testament.</p> <p>Examine the concept of TRUE prophecy by investigation of characteristics of true prophets:</p> <ul style="list-style-type: none"> • Spokesmen for the one true God Yahweh. • Men of the Word, authenticated through the reception of the divine call, filled with the Spirit, to bring a message of 	<ul style="list-style-type: none"> • A consideration of the Old Testament teaching for the discernment of true prophecy in today's church. • The relevance of the Torah as a guiding principle for good and bad actions in a secular society. 	<p>Revise understanding of concept of "prophecy" and role of the Old Testament prophets from knowledge and understanding of A.S. 3 module.</p> <p>Discuss how the role of the prophet as a contestant to the ways of the monarchy, established cult and idolatrous practices of the people often led to personal suffering. Give examples from the ministries of</p>	<p>Prevost (pp 1-17) Sawyer (pp 1-18) Miller (pp 20-27)</p>

		judgement on a religiously corrupt and socially immoral people		prophets already studied.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Challenged the Jews to live in accordance with the ways of the covenant. Recalling the people to the ancient Mosiac traditions of the PAST.</p> <p>Concerned themselves with the PRESENT, acting as Yahweh's commentator and interpreter on national and international events.</p> <p>Interested in how the future will evolve in accordance with God's plan for</p>		<p>Identify the manner of Israel's unfaithfulness by listing the type of sins the prophets found Israel to be guilty of.</p> <p>Analyse the connection between the ministries of the prophets and the rise of the super powers in Jewish history.</p> <p>Examine the responsibilities of: elected governments, charitable organisations and individuals to live</p>	

		man's salvation.		and function in obedience to the prophetic call to live justly and act kindly.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
				Give examples of individuals in history and contemporary society who fulfil the role of spiritual leader/guide; who encourage society, in God's name, to support and defend the cause of justice and righteousness.	
	Understanding the nature of FALSE prophecy.	Consider the idea that prophecy was false by DOCTRINE or by OUTCOME. Analyse the incidents involving Ahab and Michaiah (2 Kgs. 22:1-40) and Amos and Amaziah		Make a list of the characteristics of FALSE prophecy. Discuss in what ways the words of the false prophets made the work of the true prophets even more challenging.	Anderson (pp 268-271) Mays (pp 127-140) Anderson (pp 297-298)

		(Amos 7:1-10) in relation to what they teach about TRUE and FALSE prophecy.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Understanding the significance of the rediscovery of the Torah and Josiah's reform programme. (2 Kings 22-23)	<p>Historical context: Significance of the finding of the Torah for the reform movement initiated and developed by king Josiah.</p> <p>Prophet's reaction to the nature of the reforms.</p> <p>Effectiveness of reform programme, Jeremiah's prophetic withdrawal.</p>		<p>Discuss the development of the people's "bargain-counter" attitude to religion.</p> <p>Consider the unacceptability of the reforms to Jeremiah, the prophet of "PERSONAL RELIGION."</p>	Anderson (pp 373-388) Drane (pp 136-140)
	The role of the prophet in times of suffering.	<p>Consider the concept of suffering in the lives and ministries of the prophets:</p> <p>Suffering which the</p>		<p>Discuss the idea that whilst suffering presents challenges to faith, good can come from suffering.</p>	Prevost (pp. 93, 94)

		people inflicted on one another because they had no sense of moral justice and righteousness,		Define: “vicarious” suffering. Give examples from religious and human experience of those who suffer vicariously.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Suffering of exile as a consequence of sin, Personal suffering of the prophets, Suffering of God who suffers with His people.			

Unit A2 4: The Continued Development of the Christian Church in the Roman Empire to AD325

Specification: GCE Religious Studies

Unit: A2 4: The Continued Development of the Christian Church in the Roman Empire to AD325

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church life and worship	General features of worship	<p>A consideration of variety of sources eg. Didache, Pliny/Trajan, Hippolytus, Tertullian</p> <p>Meeting on a fixed day</p> <p>Exposition of the scriptures</p> <p>Bible reading</p> <p>Prayer</p> <p>Offering of money for those in need</p> <p>Development of Christian worship from the pattern of synagogue worship</p> <p>Development from</p>	<ul style="list-style-type: none"> The relevance of early Christian worship for the church in the twenty first Century. 	<p>In pairs, compile a comparative table illustrating key features of worship using the various sources.</p> <p>Draw a timeline to show how worship developed through the first three centuries.</p>	<p>All relevant extracts in A.N.E.</p> <p>(pp 185) f E.C.N.</p> <p>(pp 91-92) Wand</p> <p>(pp 196) F Bruce</p> <p>(pp 143-4) Boer</p>

		simple to more complex form of worship			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church life and worship	Doctrine and practice of Baptism with reference to the Didache, Justin, Hippolytus and Cyprian	A consideration of origins of baptism – link to circumcision and covenant relationship Command of Jesus Baptism as new life in Christ Period of preparation Baptism essential for church membership and participation in Eucharist Debate about original sin Debate about water/spirit baptism from 3 rd century onwards	<ul style="list-style-type: none"> The impact of Early Church Teaching on baptism on the modern debate concerning baptism. The relevance of church membership in an era of unbelief. 	Working in groups, compile and present a PowerPoint presentation on key aspects of baptism Act out Hippolytus' description of a baptismal ceremony at Rome, identifying the key roles	All relevant extracts in A.N.E. (pp 192-3) Bruce (pp 7-19) Banks (pp 96-98) Wand (pp 193-5) and (pp 207-211) Kelly (pp 185) f E.C.W. (pp 14-22) Hall

		Reference should be made to appropriate sources			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church life and worship	Doctrine and practice of the Eucharist with reference to the Didache, Justin, Hippolytus, Tertullian and Cyprian	A consideration of Jewish origin of the meal/link with Passover Celebration in response to the command of Jesus Clear instructions in NT as to how it was to be celebrated Admission to Eucharist only for the baptized Strict rules about who could administer it Theological beliefs about the nature of the Eucharist as sacrament, sacrifice, thanksgiving, remembrance Necessity for ongoing salvation Threat of	<ul style="list-style-type: none"> The impact of early Church Teaching on the issue of conditions for admission to the Eucharist today. The relevance of participation in the Eucharist as a witness to Christian commitment faith and holiness. 	PowerPoint presentation as for baptism	All relevant extracts in A.N.E. (pp 195-7) Bruce (pp 20-33) Banks (pp 196-199) and (pp 211-216) Kelly (pp 261-264) Chadwick

		excommunication Reference should be made to appropriate sources			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Church life and worship	Sin and repentance with reference to Hippolytus and Tertullian	A consideration of NT attitudes to sin and repentance The problem of post-baptismal sin Tension between the ideal of no sin after baptism and the acceptance by the church that it was inevitable Gradual development of a process of post-baptismal repentance and forgiveness Exomologesis Differing views on the nature of the church and who should be included/excluded from it	<ul style="list-style-type: none"> The relevance of early church teaching for issues of sexual behaviour, murder and capital punishment and the denial of faith. The impact of early church teaching on repentance for the practice of forgiveness, compassion, mercy and reconciliation today. 	Whole class brainstorming session to produce a spider diagram illustrating various attitudes to post-baptismal sin in the early church	All relevant extracts in A.N.E. (pp 84-85) Wand (pp198-199) and (pp 216-219) Kelly (pp 122-136) Banks

		Reference should be made to appropriate sources			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Heresy and schism	Gnosticism	<p>A consideration of philosophical background and pre-Christian origins</p> <p>Main features eg. Two Gods, salvation through secret knowledge, disregard for history, evil nature of the material world</p> <p>Main teachers eg. Valentinus, Basilides</p> <p>Opposition from orthodox church leaders</p> <p>Church's response eg. Development of creeds, canon and doctrine of Apostolic succession</p>	<ul style="list-style-type: none"> A consideration of Gnosticism for an understanding of the appeal of modern cults. The relevance of the early church's response to heresy for the modern church's response to the challenges of the Twenty first Century. 	<p>Draw a flow diagram to illustrate the key teachings of creation, fall and salvation in Gnosticism</p>	<p>All relevant extracts in A.N.E. (pp 246-251) Bruce (pp 155-168) Banks (pp 43-50) Wand (pp 49-55) Frend (pp 33-38) Chadwick (pp 55-60) Boer</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Heresy and schism	Marcionism	<p>A consideration of historical context/biographical detail about Marcion</p> <p>Major beliefs eg. Two Gods, separation of OT/NT Gods, evil nature of the material world, means of salvation</p> <p>Foundation of a separate church and canon of scripture</p> <p>Admiration for Paul</p> <p>Rigid standards of moral behaviour</p> <p>Similarities /differences to Gnosticism</p> <p>Church's response to</p>	<ul style="list-style-type: none"> A consideration of Marcionism for an understanding of the appeal of modern cults. 	<p>Whole class debate on whether or not Marcion was a Gnostic.</p> <p>Draw a spray diagram illustrating key features of Marcionism</p>	<p>All relevant extracts in A.N.E. (pp 251-252) Bruce</p> <p>(pp 169-176) Banks</p> <p>(pp 50-52) Wand</p> <p>(pp 55-57) Frend</p> <p>(pp 39-40) Chadwick</p> <p>(pp 60-63) Boer</p>

		Marcion			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Heresy and schism	Montanism	<p>A consideration of historical context/biographical detail about Montanus</p> <p>Over-emphasis on Holy Spirit</p> <p>Rejection of traditional church structures and authority</p> <p>Belief in imminent Parousia</p> <p>High moral standard and bravery in persecution</p> <p>Importance of women prophetesses</p>	<ul style="list-style-type: none"> A consideration of Montanism for an understanding of the appeal of charismatic movements within the church. The relevance of the early church response to heresy for the issue of orthodoxy today. 	<p>In groups, focus on the main characteristics of Montanism.</p> <p>Discuss the threat each posed to the church and rank in order of importance.</p>	<p>All relevant extracts in A.N.E. (pp 218-220) Bruce</p> <p>(pp 177-183) Banks</p> <p>(pp 3-65) Boer</p> <p>(pp 9-71) Frend</p> <p>(pp 7-60) Wand</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Defining the faith	Emergence and development of creeds/rules of faith	A consideration of content and development of creedal statements, rules of faith, baptismal and consiliar creeds Creeds as summaries of Apostolic Teaching NT Kerygma Old Roman Creed Apostles' Creed Creed of Nicea Irenaeus' Canon of Truth Tertullian's Rule of Faith Similarities/differences between creeds/rules of faith Use of creeds to instruct catechumens Use of creeds/rules of	<ul style="list-style-type: none"> The impact of creeds in the possible bonding of the Christian Community today. The relevance of early Christian creeds in a world of conflicting beliefs and moral uncertainty. 	Teacher projects text of various creedal statements on to a screen and asks class to identify the heretical teachings being refuted. Students can annotate their personal copies of the texts.	relevant extracts in A.N.E. (pp 34-47) Banks (pp 238f, 253f, and P 305) Bruce (pp 73-74) Frend

		faith to identify and counteract heresy			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Defining the faith	The canon of scripture	<p>A consideration of formation of the canon as a gradual process</p> <p>OT always accepted as scripture</p> <p>Need for authoritative written teaching after the death of the Apostles</p> <p>Evidence of a collection of writings used in churches by the end of 1st century but no definitive list</p> <p>Threat of heresy forced church to define limits</p> <p>Influence of Marcion</p> <p>Irenaeus' canon</p> <p>Muratorian fragment</p>	<ul style="list-style-type: none"> The relevance of the canon of scripture for the bonding of the Christian community today. The relevance of the canon of scripture as the guiding principle for Christian living today. 	<p>Draw a timeline to show the development of the NT canon</p> <p>In pairs, compile a comparative table showing content of various sources</p>	<p>All relevant extracts in A.N.E. (pp 271-227) and (pp 228-237) Bruce (pp 42-44) Chadwick (pp 56-60) Kelly</p>

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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Criteria used for selection – Apostolic authorship, regularly read in churches, contained no false teaching</p> <p>Books included/excluded by this criteria</p> <p>Final definitive list Athanasius</p>			
Defining the faith	Irenaeus' polemic against heresy	<p>A consideration of the polemic as first attempt at a critical investigation and refutation of Gnosticism</p> <p>Does discovery of primary Gnostic texts throw doubt on reliability of his portrayal of Gnosticism?</p>	<ul style="list-style-type: none"> • The relevance of orthodoxy in the early church in relation to the validity of modern bible translations as a guide to practical action. • A 	<p>In groups, students identify where/how Irenaeus refutes the key teachings of Gnosticism and Marcionism, then produce a table to illustrate this</p>	<p>All relevant extracts in A.N.E. (pp 164-168) Banks (pp 80-83) Chadwick (pp 64f) Wand (pp 35f) Kelly</p>

			consideration of Irenaeus as the role model for modern defenders of the faith.		
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>Main thrusts of his attack on Gnosticism eg description of Gnostic systems, development of doctrine of apostolic succession, Gnostic misuse of scripture, development of the “canon of truth” to test heretical interpretation, development of a list of authoritative writings separate from those of the Gnostics, a positive development of theological doctrines held by the church to counteract those compromised or rejected by the Gnostics eg. Unity of the Godhead, Christology, recapitulation</p>			

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Christian writers	Tertullian: teaching, life and impact	<p>A consideration of:</p> <p>Biographical details</p> <p>Content of his Apologetic, Polemical and Moral writings set in historical context</p> <p>His opposition to the threat of heresy</p> <p>His support of Montanism</p> <p>His views on the dangers of philosophy</p> <p>His contribution to the development of doctrine eg. Trinity</p>	<ul style="list-style-type: none"> The relevance of Tertullian's teaching for the issues of moral living and holiness in the church today. A consideration of Tertullian's attitude to women in relation to contemporary views of the role of women in church and society. 	<p>Whole class debate on the relevance of Tertullian's views on morality for modern Christians</p> <p>In groups, compile a spider diagram summarizing Tertullian's contribution to the church on Apologetic, Polemic and Moral concerns</p>	<p>All relevant extracts in A.N.E. (pp 236-244) Banks (pp 79-82) Wand (pp 80-82) Frend (pp 90-93) Chadwick (pp 85-87) Boer</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Christian writers	Origen: teaching, life and impact	<p>A consideration of:</p> <p>Biographical details</p> <p>Background in Greek philosophy</p> <p>His importance as a teacher, interpreter of scripture, apologist</p> <p>Major writings eg. Hexapla, De Principiis, Contra Celsus</p> <p>Influence of his writings on Arius</p> <p>His use of allegory</p> <p>His contribution to Christian theology eg. doctrines of Trinity, original sin</p>	<ul style="list-style-type: none"> The relevance of Origen's biblical exegesis for contemporary biblical criticism. A consideration of Origen as a role model for those searching for truth, spirituality and meaning in modern society. 	<p>Whole class debate – was Origen a heretic?</p> <p>Draw a timeline of Origen's career.</p>	<p>All relevant extracts in A.N.E. (pp 220-233) Banks (pp 72-76) Wand (pp 85-93) Frend (pp 100-113) Chadwick (pp 92-94) Boer</p>

		His study of original texts			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Council of Nicea	The Arian controversy	<p>A consideration of:</p> <p>Background to the controversy</p> <p>The different interpretations of Origen's teaching on the Trinity</p> <p>Arius' attempt to simplify the doctrine, his conclusion that the Son was a created being, subordinate to God the Father</p> <p>Reactions of the orthodox church to this teaching</p>	<ul style="list-style-type: none"> The relevance of the Arian controversy in relation to the church's quest for Christian unity today. A consideration of the Arian heresy in relation to religious radicalism and controversy today. 	<p>Whole class brainstorm the threat which Arianism posed to the church.</p> <p>Draw a flow diagram to illustrate the key teachings of Arianism.</p>	<p>All relevant extracts in A.N.E. (pp 302-310) Bruce (pp 226-31) Kelly (pp 113-114) Boer (pp 148-152) Wand</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Council of Nicea	Constantine and the Council of Nicea	<p>A consideration of:</p> <p>The threat posed to the unity of the church by the Arian controversy</p> <p>Constantine's unsuccessful attempt to mediate between Arius' supporters and the church at Alexandria</p> <p>Convening of the Council of Nicea</p> <p>The part played in the council by Constantine, Eusebius and Athanasius</p> <p>Content and significance of the Nicene Creed</p> <p>Other topics discussed at Nicea and their significance</p> <p>Long term consequences</p>	<ul style="list-style-type: none"> The relevance of Constantine's role in the Council of Nicea for contemporary issues in church-state relationships. A consideration of the Council of Nicea in relation to the modern debate about religious freedom and obedience to the laws of the state. 	<p>Class role play in which key protagonists in the council state their theological perspective.</p> <p>Class debate on whether or not the council of Nicea achieved its aims.</p>	<p>All relevant extracts in A.N.E. (pp 302-310) Bruce (pp 231-237) Kelly (pp 114-116) Boer (pp 211-215) Banks (pp 153-160) Wand (pp 139-142) Frend (pp 129-132) Chadwick</p>

	for the church			
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Resources

Banks, R, (2003) *The Early Church*, Colourpoint: Belfast

Boer, H.A, (2001) *Short History of the Early Church*, Eerdmans: Michigan

Bruce, FF, (1995) *The Spreading Flame*, Eerdmans: Michigan,

Chadwick, H, (1993) *The Early Church*, Penguin: London,

Frend, W.H.C, (1994) *The Early Church*, SCM Press: London

George, L, (1995) *The Encyclopaedia of Heresies and Heretics*, Robson Books: London

Hall, S, (1995) *Doctrine and Practice in the Early Church*, SPCK: London

Kelly, J. N. D, (1989) *Early Christian Doctrines*, A&C Black: London,

Radice, B, (1987) *Early Christian Writings*, Penguin: London

Stevenson, (2002) *J.A New Eusebius*, SPCK: London,

Wand, J. W. C, (1994) *A History Of The Early Church to AD500*, Routledge: London,

Unit: A2.5 Study of the Development and Impact of the Celtic Church in the 5th, 6th and 7th Centuries

Specification: GCE Religious Studies

Unit: A2.5 A Study of the Development and Impact of the Celtic Church in the 5th, 6th and 7th Centuries

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
The Historical Patrick	Dating of Patrick	<p>An exploration of e.g.</p> <ul style="list-style-type: none"> • The Internal evidence - Patrick's writings • The External evidence in the Annals • The 432 – 493 dating • The 432 – 461 dating • The 461-493 dating 	The relevance of source material for determining reliability of historical dates.	Divide class into 3 groups. Collate & present to class the arguments for & against each dating.	<p>Charles Thomas, Christianity in Roman Britain Chapter 13</p> <p>Thomas O'Rahilly The Two Patrick's Theory</p> <p>D.A Binchy, Patrick & his biographers</p> <p>Walsh & Bradley,: A History of the Irish Church Chapter 2</p> <p>Anne Hughes Chapter 6 (title to be confirmed)</p>
	Geography	An exploration of the suggested	The impact of environment on		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		location for; <ul style="list-style-type: none"> • Silva Foculti • Bannavem Taberniae 	Roman endeavour.		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Authorship & historical value of other texts attributed to Patrick	<p>An exploration of the contents of:</p> <p>The First Synod of Patrick.</p> <p>The Three Sayings of Patrick.</p> <p>A consideration of the 'historical' content of these e.g.</p> <ul style="list-style-type: none"> • What they tell us of Patrick. • What they tell us about the church at the time. • Arguments for & against Patrician authorship 	<p>The relevance of historical texts for Twenty first Century reader.</p>	<p>Brainstorm ideas on why such writing may have been attributed to Patrick.</p> <p>Students could complete 2 spidergrams for each text – one to represent historical information available in these documents and the other to present arguments for & against authorship.</p>	<p>Liam de Paor, St Patrick's World</p> <p>Anne Hughes (title to be confirmed)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The two Patrick's Controversy	A consideration of; <ul style="list-style-type: none"> • Annalistic evidence on death dates of Patrick • 6th Century Annals • the case presented by O'Rahilly • Sources which mention Two Patricks e.g. Fiacc's Hymn, Stowe Missal, Tírechán's Brief Account • Strengths & weaknesses of the Theory 	The relevance of controversial texts for issues of modern debate.	Students may complete a power point presentation exploring issues in Two Patrick's as well as arguments in favour of it and arguments against.	Thomas O'Rahilly, The Two Patrick's. James Carney, The Problem of Patrick D.A Binchy, Patrick and his biographers.

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Development of Celtic Monasticism	Nature of episcopacy	<p>A consideration of the reasons for the change from Episcopal to monastic structure e.g.:</p> <ul style="list-style-type: none"> • Rural structure of celtic society • The role of kingship & kinship <p>The nature of episcopacy – the roles of bishop & abbot considering evidence from the sources of the period e.g. Annals, Penitentials.</p>	<p>The relevance of the development of leadership in the Celtic church for styles of leadership today.</p> <p>An exploration of religious leadership today.</p>		<p>Kathleen Hughes, Early Christian Ireland, An Introduction to the Sources Chapter 3, 5</p> <p>John Ryan Irish Monasticism</p> <p>Patrick Corish, A history of Irish Catholicism</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Monastic spirituality	<p>A consideration of the main characteristics of monasticism</p> <ul style="list-style-type: none"> • Apostolic • Ascetic • Prayerful • Educative • A consideration of the impact of these characteristics on the church of the period. 	<p>A consideration of Celtic monasticism in the light of the modern search for spirituality.</p>	<p>Revise Penitentials as an historical source.</p> <p>Brainstorm/recall of the characteristics of monasticism.</p>	<p>Johnston McMaster Thomas O'Loughlin Celtic Theology Oliver Davies et al, Celtic Spirituality</p>
	Characteristics of the Celtic Church	<p>A consideration of e.g. the;</p> <ul style="list-style-type: none"> • Monastic • Abbatial • Missionary • Conservative. <p>Characteristics of the church of the</p>		<p>In groups students begin to build up a portrait character sketch of the Celtic church of the period.</p> <p>Complete a table of</p>	

		period.		these characteristics with at least one example of each.	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Celtic Hagiography	The features of hagiographical writing	<p>A consideration of this genre of religious writing including e.g.</p> <ul style="list-style-type: none"> • A definition of hagiography • Asceticism of saint • Propensity for miracle • Use of curses & spells • Purpose for writing 	The relevance of hagiographical writing for communicating the Christian faith in a world absorbed by 'fictional reality'.		<p>K Hughes An Introduction to the Sources Chapter 7</p> <p>James Kenney, The Sources for the early History of Ireland Chapter 4</p> <p>Walsh & Bradley A History of the Irish Church Chapter 4,7,9</p> <p>Liam de Paor, Saint Patrick's World</p>
	Content &	An exploration of	The impact of the	Provide each	Adomnan's Life of

	<p>purpose of Adomnan's Life of Colmcille, Muirchú's Life of Patrick, Cogitosus Life of Brigit</p>	<p>reasons for writing e.g.</p> <ul style="list-style-type: none"> • To preserve memory of the saints • To make claims to property • To increase stature of individual churches 	<p>lives of Celtic saints on the modern 'holy person' attempting to transform the world today.</p>	<p>student with a copy of each text in order to summarise the content of each approx 350 words. Brainstorm the various purposes each author may have had in writing.</p>	<p>Colmcille (trans by Richard Sharpe) Anne Hughes Chapter 8 (title to be confirmed)</p>
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Historical reliability	<p>A consideration of e.g;</p> <ul style="list-style-type: none"> • How Purpose influences reliability • How genre of literature influences reliability • Distinction between supernatural & factual information • The value of incidental information • A comparison of reliability of each text 		<p>Complete a table showing examples of hagiographical features in each text.</p>	

Themes	Learning outcomes Knowledge, understanding	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Aspects of missionary outreach	Career & contribution of Columbanus	<p>A consideration of :</p> <ul style="list-style-type: none"> The facts of Columbanus career, his contribution to e.g. monasticism, Penitential theology Moral orthodoxy The fight against heresy 	<p>The relevance of the career of Columbanus in identifying the defining characteristics of religious leadership today.</p>	<p>Complete a factfile on the life of Columbanus</p>	<p>T O'Fiaich, Columbanus in his own Words GSM Walker, Sancti Columbani Opera Michael Lapidge, Columbanus, studies on the Latin Writings</p>
	The 2 rules of Columbanus	<ul style="list-style-type: none"> An exploration of the content of the Monks Rule and the Community Rule Their contribution to the development of monasticism 	<p>A consideration of the life and teaching of Columbanus as a model for those searching for truth, spirituality and meaning in modern society.</p>		<p>Thomas O Fiaich Oliver Davies et al, Celtic Spirituality GSM Walker J.T McNeill, The Celtic Churches Chapter 10</p>
	Contribution of the peregrini	<ul style="list-style-type: none"> The careers of the peregrini The challenges they faced. Their contribution 	<p>A consideration for the Peregrini as role models for modern promoters and defenders of</p>		<p>H. Daniel-Rops(ed) The miracle of Ireland, Dublin 1959 Mary Ryan D'arcy, The Saints of Ireland</p>

		to the church e.g. penance, evangelism	the faith.		James Kenney, The Sources for the History of Ireland Chapter 3
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Issues of Controversy	Celtic and Roman Christianity	<p>An exploration of</p> <ul style="list-style-type: none"> • The issues involved in the Paschal Controversy • The events leading to the Synod of Whitby • The impact of the Synod Of Whitby 	<ul style="list-style-type: none"> • The relevance of controversy in the Celtic church for Christian unity today. • A consideration of the Primacy of Armagh claim for modern disputes about church leadership claims. 	<p>Complete a timeline of events leading up to the Synod of Whitby to include all Letters and meetings</p> <p>Organise the class into 2 groups to debate the motion that Whitby arose because there were 2 different types of Christianity, one Celtic, one Roman</p>	<p>Bede's Ecclesiastical History of the British People</p> <p>Corish, P J, The Christian Mission</p> <p>Hughes, Kathleen, The Church in Early Irish Society</p> <p>McNeill, J.T, The Celtic Churches.</p> <p>Binchy, D.A, Patrick and his Biographers</p>
	Claims of Armagh to Primacy	<p>A consideration of:</p> <ul style="list-style-type: none"> • The claims made by the Church of Armagh • The strength of the claims 		<p>Complete 2 web diagrams dealing with</p> <ul style="list-style-type: none"> (a) the strengths (b) the weaknesses of Armagh's claims 	<p>Carney, James, The Problem of Patrick</p> <p>De Paor, L, Saint Patrick's World</p>

		<ul style="list-style-type: none">• The methods employed by Armagh to further the claims <p>The association of Patrick with Armagh</p>			Hughes, Anne.(to be confirmed)
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Resource List:

Bede Colgrave, B. & Mynors, R.A.B. (eds & trans) (1969) *Bede's Ecclesiastical History of the English People*: Oxford

Binchy, D.A P and His Biographers, (1962) *Ancient and modern*, Studia Hibernica 2

Carney, J, (1961) *The Problem of Saint Patrick*: Dublin

Corish, P.J (1972) 'The Christian Mission' in Corish, P.J (ed) *A History of Irish Catholicism*' vol1: Dublin

D.A Binchy, P and his Biographers, (1962) *Ancient and modern*, Studia Hibernica 2: Dublin

De Paor (1993) *Liam Saint Patrick's World*: Dublin

De Paor Liam, (1996) *Saint Patrick's World*, Four Courts Press: Dublin

Daniel H -Rops, (1959) ed, *The Miracle of Ireland*: Dublin

D'arcy, Mary Ryan, (1974) *The Saints of Ireland*: Cork

Davies, Oliver et al, (1999) *Celtic Spirituality the Classics of Western Spirituality*: Paulist Press, New York,

Hughes, K (1972) *The Early Irish Church, An Introduction to the Sources*: London

Hughes, K, (1966) *The Church in Early Irish Society*: London

Kenney, J (1929) *The Sources for the Early History of Ireland, Ecclesiastical: An Introduction and Guide* Continuum Press: New York

Lapidge M, (ed) Columbanus, (1997) *Studies on the Latin Writings* Boydell Press: Woodbridge

McNeill, J.T. (1974) *The Celtic Churches*: Chicago

O' Fiaich T, (1974) *Columbanus in his Own Words* Veritas: Dublin

O' Rahilly, T, (1942) *The Two Patricks :a lecture on the history of Christianity in fifth century Ireland*: Dublin

P Corish (1971) *A History of Irish Catholicism Vol1*, Gill & Macmillan: Dublin

Ryan, J, (1992) *Irish Monasticism, origins and early development*, Four Courts Press: Dublin

Sharpe, R, (ed, *Adomnan's Life of Colmcille*, Penguin Classics

Thomas, C, (1981) *Christianity in Roman Britain to AD 500*: London

Walker, GSM, (1957) *Sancti Columbani Opera*, DIAS: Dublin

Walsh and Bradley, (1991) *A History of the Irish Church 400-700 AD* Columba Press: Dublin

Walsh and Bradley, (2003) *A History of the Irish Church 400-700AD* Columba Press: Dublin

Unit A2.6 Ethics and Society

Specification: GCE Religious Studies

Unit: A26 Ethics and Society

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Ethical Decision Making	Virtue Ethics	<p>Definition of Virtue Ethics – a theory which considers the qualities or virtues required for moral living.</p> <p>Origins and development of the theory:</p> <p>Aristotle – moral and intellectual virtues, cardinal virtues and capital vices, the virtuous mean.</p> <p>Alasdair Macintyre & Elizabeth</p>	<p>A consideration of how the virtues of justice, prudence, temperance or fortitude have been displayed or negated in the lives of prominent people.</p>	<p>After a brief introduction, give students a selection of the texts listed opposite and ask them to feed back on what they have learnt about the theory from their source.</p>	<p>Patrick Allsop Chapter 3;</p> <p>Robert Bowie Chapter 10;</p> <p>Patrick Clarke Chapter 7;</p> <p>Joe Jenkins (2nd Ed.) Chapter 11;</p> <p>Mel Thompson, An Introduction to Philosophy and Ethics (pp 156 – 161)</p> <p>Vardy & Grosch Chapter 3, 8 & 9.</p>

		Anscombe – modern approaches to virtue ethics. An evaluation of virtue ethics.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Conscience and Moral Duty	<p>Definition of conscience;</p> <p>Early Christian views – Augustine (conscience is the voice of God) and Aquinas (the use of reason to decide right from wrong);</p> <p>Development of Christian views – Butler and Newman (voice of God);</p> <p>Secular views of conscience – Freud (the super-ego).</p> <p>Critical reflection – is conscience a good moral guide?</p>	<p>A consideration of examples of human suffering eg. The holocaust, genocide in Rwanda. If conscience is the voice of God, how can such atrocities happen?</p>	<p>Pupils could complete a spider diagram outlining the different views of conscience.</p>	<p>Robert Bowie Chapter 13;</p> <p>Patrick Clarke Chapter 6;</p> <p>Joe Jenkins Chapter 6;</p> <p>Mel Thompson, Ethical Theory Chapter 15;</p> <p>Mel Thompson, An Introduction to Philosophy and Ethics (pp 177 – 180);</p> <p>(Tyler & Reid (pp 154-6)</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Ethical Relativism and the Christian Response	<p>Define Ethical Relativism - what is 'right' can mean different things for different people. Relativism denies that there are moral absolutes - circumstances may arise which make exceptions to any rule. Consider teleological theories such as utilitarianism and situation ethics.</p> <p>Moral absolutism - There are absolute standards against which moral questions can be judged. Consider deontological</p>	<p>The impact of the Christian response to ethical relativism on issues such as contraception in the light of the Aids crisis in Africa, homophobia in the light of gay people in the church today, world hunger in the light of first world consumerism.</p>	<p>Consider the strengths and weaknesses of ethical relativism when applied to ethical issues such as abortion, euthanasia, sexual ethics, etc.</p>	<p>Patrick Allsop Chapter 7; Robert Bowie Chapter 2 & 11; Patrick Clarke Chapter 6; Joe Jenkins (2nd Ed.) Chapter 4; Tyler & Reid (pp 137-8)</p>

		theories such as natural law and Kantian ethics.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Human Rights	Nature of Human Rights	Definition of key terms to include knowledge of the distinction between positive and negative rights and knowledge of the terms natural rights and cultural relativism.	An exploration of how different cultures have different moral codes, how cultural relativism is reflected through the apparent disregard for human life held by some cultures.	Using the sources listed students are to make notes on the key terms – positive and negative rights, natural rights and cultural relativism.	R Clements (pp 70–74) Joe Jenkins Chapter 8; Vardy & Grosch Chapter 16.
	Christian and Secular perspectives on Human Rights	Biblical Foundations of Human Rights. The origins and development of The Universal Declaration of Human Rights. Reference to specific articles within the declaration under	A consideration of the nature of abuses of human rights/when people have not been treated with equality and dignity, such as the racist attacks on Stephen Lawrence and Damiola Taylor;	Give students a copy of the UDHR and ask them to make a summary of the contents of the declaration under the themes of civil, political, economic, social and cultural rights.	The Universal Declaration of Human Rights; John Stott Chapter 7; Vardy & Grosch Chapter 16.

		<p>the themes of civil and political rights, economic, social and cultural rights.</p>	<p>Apartheid in South Africa; white supremacist groups in America.</p>		
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Development of the principles of dignity and equality which are central to the whole declaration. The absolutist nature of human rights. The concept that rights bring responsibility.			
	Human Rights and practice with special reference to women and minority groups	Women – historical considerations; different strands of feminism; influence of feminists like Greer, Wolff and Daly; issues such as reproductive and economic rights	A consideration of the nature of human trafficking and the abuse of children's rights in society today. The impact of human rights teaching on the	In groups students could research a minority group and discover how exactly their human rights have been violated. Findings could be presented to the class using	R Clements (pp 75 – 84)

		<p>and women in ministry; consideration of principles such as justice, equality and dignity. Reference to</p>	<p>debate about women's rights concerning issues of forced circumcision and arranged marriages.</p>	<p>PowerPoint presentations.</p>	
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>relevant religious teaching.</p> <p>Minority Groups – could include reference to members of the gay community, people from ethnic minorities or asylum seekers. Describe their predicament – violations of specific human rights; consideration of principles such as justice, equality and dignity. Reference to relevant religious teaching.</p>	<p>The relevance of human rights teaching for the issue of positive discrimination in society.</p>		

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Environmental Ethics	Poverty and the just distribution of the world's resources	<p>Definition of key terms such as absolute and relative poverty;</p> <p>An exploration of some causes and effects of poverty;</p> <p>A consideration of ethical responses to poverty:</p> <p>Utilitarian response including views of Singer;</p> <p>Christian teaching including reference to relevant passages from scripture.</p>	<p>A consideration of how environmental ethics may impact on how aid agencies such as Christian Aid and Trocaire carry out their Christian responsibility to those in need.</p>	<p>To introduce the topic use the site of an aid agency to highlight the effects of poverty throughout the world.</p>	<p>Peter Singer Chapter 8;</p> <p>John Stott Chapter 6;</p> <p>Joe Walker Chapter 4.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	The ecological debate including the religious contribution	<p>Definition of key terms – intrinsic and instrumental value;</p> <p>Environmental issues – ozone depletion, climate change, acid rain;</p> <p>Christian views – dominion or stewardship?</p> <p>Other views:</p> <ul style="list-style-type: none"> • Libertarian extension; • Eco-centrism; and • Conservation ethics. 	<p>The impact of the religious or secular contribution to the environmental ethics on the issue of conservation and care of the planet and human attempts to alleviate suffering.</p>	<p>Discuss the main issues facing the environment using appropriate websites.</p> <p>Outline the main ethical responses to the environmental crisis.</p>	<p>Robert Bowie Chapter 20;</p> <p>Joe Jenkins (2nd Ed.) Chapter 14;</p> <p>Vardy & Grosch Chapter 18;</p> <p>Peter Singer Chapter 10;</p> <p>John Stott Chapter 5;</p> <p>Joe Walker Chapters 1 & 2.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Religious and Secular views on the rights and welfare of animals	<p>Examples of poor treatment of animals – experimentation, food, clothing, entertainment.</p> <p>Absolute dismissal argument – Augustine, Aquinas, Descartes; Pragmatic dismissal argument;</p> <p>Equal rights for animals – Singer, Regan.</p> <p>Christian views – application of scripture and consideration of the views of Andrew Linzey.</p>	<p>The relevance of religious or secular views on animal rights to the debate of suffering and acceptable forms of medical research.</p>	<p>In groups, pupils could carry out research into how animal rights are abused and create a PowerPoint which could be presented to the class.</p>	<p>Joe Jenkins (2nd Ed.) Chapter 14; Vardy & Grosch Chapter 17; Peter Singer Chapter 3 & 5; Joe Walker Chapter 3.</p>

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
War and Peace	Just War tradition in Christianity	Biblical References; Development of the Just War Theory by Augustine and Aquinas; Knowledge of the principles under the headings – ‘Jus ad bellum’ and ‘Jus in bello’ Strengths and criticisms of the Just War Theory.	The relevance of the Just War Theory to conflicts in modern society.	Answer the following question: Discuss in some detail the criteria associated with the Just War Theory.	Robert Bowie Chapter 22; Joe Jenkins (2 nd Ed.) Chapter 15; Vardy & Grosch Chapter 14; John Stott Chapter 4; Tyler & Reid (pp 193-199) Michael Wilcockson Chapter 6.
	Ethics of contemporary warfare	A knowledge of the arguments for and against the use of nuclear weapons, ‘weapons of mass destruction’ and chemical weapons.	The relevance of modern ethics of contemporary warfare to the issues of revenge, hatred, compassion and mercy.	Debate – is the use of nuclear weapons ever justified?	Robert Bowie Chapter 22; Michael Wilcockson Chapter 7.

Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Pacifism	Teachings of Jesus which promote the ideal of pacifism. Types of pacifism – absolute, relative and nuclear pacifism.	The impact of the ideas of Pacifism on those major figures attempting to transform the world.	Brainstorm – the teachings of Jesus which promote pacifism.	Robert Bowie Chapter 22; Michael Wilcockson Chapter 6.
Ethics of Justice and Punishment	Methods and purpose of punishment: the ethical debate	Methods of punishment could include corporal and capital punishment, restriction of movement, removal of property. Consideration of the aims of punishment – deterrence, reform, retribution and protection and the	A consideration of how an ethic of justice and punishment impacts human thinking on appropriate methods of punishment in different societies.	After a brief introduction, give students a selection of the texts listed opposite and ask them to feed back on what they have learnt about the topic from their source.	Robert Bowie Chapter 21; Vardy & Grosch Chapter 15; Michael Wilcockson Chapter 5.

		debate surrounding each aim.			
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Ethical and religious perspectives on punishment	<p>Biblical teaching on punishment with specific reference to the aims of retribution and reform.</p> <p>The issue of how personal autonomy and responsibility is linked to punishment and the concept of diminished responsibility.</p>	<p>A consideration of how an ethic of personal autonomy and responsibility might fail to allow for a compassionate response to the punishment of persons of diminished responsibility.</p>	<p>Answer the following question</p> <ul style="list-style-type: none"> - Discuss the moral arguments relevant to the ongoing debate about crime and punishment. 	<p>Robert Bowie Chapter 21; Vardy & Grosch Chapter 15; Michael Wilcockson Chapter 5.</p>
	Capital punishment	<p>Arguments in the capital punishment debate.</p> <p>Arguments for – deterrent, protects society, retribution – an eye for an eye;</p> <p>Arguments against</p>	<p>The impact of the debate on capital punishment for Christian living in a world of conflicting beliefs and moral uncertainty,</p>	<p>In groups organise a class debate, presenting arguments for and against capital punishment.</p>	<p>Robert Bowie Chapter 21; Vardy & Grosch Chapter 15; Michael Wilcockson Chapter 5.</p>

		-	including the view that the religious believer must accept the laws of the state.		
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Themes	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		Christian duty to reform, the question of whether capital punishment does actually deter, the problem of the death of innocent people.			

Resource List

Allsop, P, (2000) *Religious Ethics*, Christian Theology Trust

Bowie, R, (2004) *Ethical Studies (Second Edition)*, Nelson Thornes

Clarke, P, (2002) *Examining Philosophy and Ethics*, Nelson Thornes

Clements, R, (2003) *Religious Ethics*: photocopiable resource, Highbury Publications

Jenkins, J, (1999) *Ethics and Religion*, Heinemann

Jenkins, J, (2003) *Ethics and Religion*, Second Edition, Heinemann

Reid G, *The Universal Declaration of Human Rights*

Singer, P, (1993) *Practical Ethics* Second Edition, Cambridge

Stott, J, (2006) *Issues Facing Christians Today* (4th Edition), Zondervan

Thompson, M, (1999) *Ethical Theory*, Hodder & Stoughton

Thompson M, (2003) *An Introduction To Philosophy And Ethics*, Hodder & Stoughton

Tyler S K, (2002) Religious Studies, Philip Allen Updates

Vardy, P & Grosch, P (1994) *The Puzzle Of Ethics*, Fount

Walker J, (2000) *Environmental Ethics*, Hodder & Stoughton

Wilcockson, M, (1999) *Issues of Life and Death*, Hodder & Stoughton

Unit A2.7 Religious Belief and Competing Claims

Specification: GCE Religious Studies

Unit: A2 7 Religious Belief and Competing Claims

Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Religion and Science	<p>Candidates are expected to be aware of the historical background, the nature of the dispute and possible areas of reconciliation between science and religion.</p> <p>Revelation will be considered mainly in relation to the nature and interpretations of the creation accounts of Genesis and how these can be</p>	<p>A consideration of the life and work of Charles Darwin; the nature of and the reasons for his considerable influence on the religion/science debate. Attempts at reconciliation of the apparently two opposing positions e.g. Teilhard and John Polkinghorne among others and then opposition to these views in the form of modern scientific atheism and fundamentalism</p>	<ul style="list-style-type: none"> A consideration of the religious and scientific world view as a guiding principle for meaningful living today The impact of the Genesis account of Creation on issues such as women's rights, care of the environment and moral responsibility. The impact of the science/religion debate on what it 	<p>The Sea of Faith written and presented by Don Cupitt, DVD (BBC series of 6 Philosophy of religion programmes, 1984) Disc 1, Episode 2 entitled The Human Animal.</p>	<p>Cupitt, Don. The Sea of Faith. BBC publications (1984). The Sea of Faith. BBC series, DVD. 6 programmes (1984). Copies can be had from Rev., S. Mitchell, All Saints Vicarage, the Street, Gazeley, Suffolk. CB8 8RB</p> <p>Clarke, P.J. (pp 45-88)</p> <p>Thompson, Mel. (pp 29-40. 53-57. 98-118.)</p>

	understood against a scientific description of the Universe.		means to be human today.		
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Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Candidates will be expected to know, understand and evaluate the following areas: Creationism, the theory of Evolution, (Natural Selection) and recent suggestions of Intelligent Design.	<p>e.g. Richard Dawkins and also Creationism and the Intelligent Design positions.</p> <p>An understanding of the problems that surfaced for the Genesis creation accounts in the wake of the Evolution v religion debate and the influence of Biblical scholarship and theology in attempting to reconcile the scientific and religious accounts of creation. Some evaluation of these attempts.</p>		<p>Candidates could be asked to summarise in bullet point form their views on how the universe/world came into being. A class discussion could then follow concerning contrasting/differing views of creation and then asking the fundamental question, can these views be reconciled or must they forever remain in conflict?</p>	

Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Religion and Psychology	<p>Candidates are expected to be familiar with the background to the work, ideas and place of religion in the thinking of both Sigmund Freud and Carl Gustav Jung. The origins and nature of the respective religious positions of both thinkers with a critical evaluation of the ideas of both men is to be emphasised.</p> <p>Candidates should also be able to evaluate the</p>	<p>Sigmund Freud and his negative views on the nature of religious belief as a form of delusional escapism, which inevitably leads to neurosis and obfuscates rational thought and scientific progress. By contrast C.G. Jung's position where religion plays an enormously constructive part in the holistic development human psyche leading towards healing, emancipation and</p>	<ul style="list-style-type: none"> The relevance of the Freudian view of religion for those seeking truth and meaning in 21st C The impact of the Jungian view of religion in a world of conflicting beliefs and moral uncertainties. An exploration of the link between religious belief, healing therapies and reconciliation in the world today. 	<p>The sea of Faith written and presented by Don Cupitt (DVD) BBC TV series, 1984</p> <p>Programme 2. The human animal This programme provides an excellent outline/contrast of the life, work and ideas of S. Freud and C.G. Jung.</p>	<p>Cupitt, The sea of faith (pp 67-77)</p> <p>Hick, John. Philosophy of Religion.(pp33-35)</p> <p>Clarke, P.J. Questions about God.(pp117-122)</p> <p>Thompson, Mel. Religion and science (pp45-49)</p> <p>Jordan, A. Lockyer, N. Tate, E.(pp109-125)</p> <p>Palmer, M. Freud and Jung on religion.</p>

	importance and place of psychology in the study of religion.	individuation for the individual and the community.			
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Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		The more profound philosophical and evaluative question as to whether or not religion is a form of delusion that can be comprehensively explained by psychology. Also the more positive contribution of psychology to an understanding of religion.			

Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Religion and competing Ideologies	<p>That candidates will be familiar with the ideas of the following belief systems</p> <p>(1) Marxism with special reference to its critique of religion.</p>	<p>Candidates will be expected to be familiar with Marx's Dialectical materialism and the importance of economics as the basic sub-structure of society and following on from this the place of religion as a form of 'false consciousness,' which pervaded all earlier historical periods. Awareness of the importance of Feuerbach in Marx's atheism is also important.</p>	<ul style="list-style-type: none"> The relevance of Marxist critique of religion for those seeking truth and meaning in 21st C. 	<p>The sea of faith written and presented by Don Cupitt (DVD) BBC TV series.1984. Programme 2. (Disc 2) These programmes provide an excellent historical overview, background and explanation to Marx and Kierkegaard on religion.</p>	<p>Cuppitt, Don (pp139-156) Raepur, W & Smith. L (pp95-103) and (pp59-68)</p>
	(2) Humanism		<ul style="list-style-type: none"> The impact of 	At the end of this	

	with special reference to its critique of religion and Existentialism, both Atheistical		Humanist beliefs on a world of conflicting beliefs and uncertainties.	teaching unit four students representing the following points of view: Marxism,	
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Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>and Christian, which will consider the following figures in this tradition:</p> <p>Soren Kierkegaard, Jean-Paul Sartre and Albert Camus.</p>	<p>Humanism: its origins, founders and distinguishing tenets/features today with special reference to morality and religion.</p> <p>Existentialism; with reference to its origins and central ideas of its most important exponents who emphasised the radical nature of human freedom, choice, individuality and responsibility, the finality of death, the purposelessness and</p>	<ul style="list-style-type: none"> • The relevance of Existentialism in a world where the suffering poor cry out for recognition, justice and reparation. 	<p>Atheistical Existentialism, Humanism and Christianity could each be asked to prepare a five-seven minute talk encouraging the class to support each of the four respective positions on religion. The speakers could then be questioned from the floor by both students and teachers and asked to defend their respective positions. A vote could be taken at the end of the debate.</p>	

Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
		<p>meaninglessness of life (angst, dread and the absurd etc.). The pour soi-en soi distinction in Sartre. The quest for ‘authentic existence.’</p> <p>Contrasting views between Aesthetic and Christian Existentialism. An ability to evaluate all of the above.</p>			

Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Religion and Morality	<p>Candidates will be expected to be familiar with the relationships between Religion, Philosophy and Morality:</p> <p>They should be aware of Religion as providing a pivotal foundation for Morality which is intrinsic and is seen as emanating from within a created and purposeful universe, where the Deity whether through the Bible or Natural Law prescribes the moral framework</p>	<p>Candidates should be aware of those parts of the Bible and Natural Law which prescribe the central tenets/norms of Christian Morality e.g. the Decalogue, the Sermon on the Mount, Situation Ethics etc., and how these influence practical morality in areas where moral integrity is important, i.e. personal, social and political morality.</p> <p>A study of the influence of Philosophy on</p>	<ul style="list-style-type: none"> • A consideration of how the ethics of any society shape its political structures and social fabric. • The consideration of how religious belief and political integrity may be displayed or negated in the lives of prominent people. • The relevance of the values of honesty, truth and responsibility to business, journalism and 	<p>Use of DVD/video material to illustrate the influence and impact of religion on morality.</p> <p>Use of DVD/video material to illustrate the urgency of the environmental debate.</p> <p>Class research using the internet/newspapers etc., to discover what the pressing ethical and moral issues are at the heart of public life today.</p>	<p>Reid and Tyler: (pp3 9-47)</p> <p>Thompson: Relevant sections of the book</p>

	<p>for humanity.</p> <p>Candidates should be aware that</p>		<p>personal relationships today.</p>		
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Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>Philosophy, especially within the last three hundred years has adopted an altogether different and more secular approach to morality and has been extremely critical of the Christian moral position.</p> <p>Ability to critical evaluate the above positions is expected. The practical implications of the above for personal, social and political</p>	<p>Morality taking into account such figures as Jeremy Bentham, J.S. Mill and Peter Singer. (Utilitarianism). The influence of these secular perspectives on the notion of moral integrity in areas such as personal, social and political morality.</p>			

	morality should be understood.				
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Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Relationships between Religions	<p>Candidates should be aware of the historical background and the often entrenched theological positions of the world's great religions and the violent opposition that was often such a characteristic feature of co-existence between the world's great religions.</p> <p>Eg. The Crusades, the wars of religion in Europe, the religious</p>	<p>Examples from the past and present will serve to explain the use of terms like Exclusivism which takes the view that truth has been revealed to one particular religious faith or denomination. Inclusivism is a minority view and suggests that though there are what appear to be major differences between religious faiths, these differences are in fact are only superficial and in</p>	<ul style="list-style-type: none"> The relevance of the call to holiness found in all religions as a gateway to tolerance and mutual understanding of the other. A consideration of how the desire to create a multi-cultural world fit for future generations demands, self sacrifice, accommodation and compromise. 	<p>Class research using internet/newspapers etc., in order to discover those areas of the national and world community where relationships between religious groups is a cause of promoting either peace or conflict.</p>	<p>John Hick Philosophy of Religion</p> <p>Beade Griffiths Christianity in the light of the East.</p> <p>Towards a world Theology by WC Smith</p> <p>John Hick A. Introduction to Religion.</p>

	dimension to the ‘troubles’ in Northern Ireland and the ongoing crisis between Christianity and	reality all religions share common beliefs though exhibiting varied superficial theological outlooks.			
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Themes A2 7	Learning outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>Islam etc., Students should be aware of the strengths and weaknesses of the following positions and should be able to evaluate them.</p>				
	<p>Exclusivism, inclusivism and pluralism. Students should also to be aware of the philosophical and theological debate that has been going on in more recent times in relation to the</p>	<p>Pluralism is the view that in a multi-ethnic, multi-racial and multi-religious world various religious views should not be a cause for conflict, but for celebration and mutual toleration. Such views should</p>			

	competing truth claims of the World's great religions.	be analysed using philosophical, theological, political and social criteria.			
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Resource List:

Babuta, S. & Bragard, (1985 & 1988) *J.C. Evil*, Weidenfeld and Nicolson

Blackham, H.J, (1976) *Humanism*, The Harvester Press

Clark, P.J, (2002) *Examining Philosophy and Ethics answers for A Level*, Nelson Thornes

Clark, P.J, (2001) *Questions about God. A Guide for Students*, Nelson Thornes

Cole, P, (2004) *Philosophy of Religion*, Hodder & Stoughton, second edition

Cupitt, D, (1984) *The Sea of Faith – Christianity in change*, BBC publications

Davis, Dewar, (1982) *an Introduction to the Philosophy of AS&A Level Religious Studies: Philosophy & Ethics through diagrams* Religion O.U.P.

Mebdel A.P, (1977) *Essential works of Marxism*, Bartam books

Gardiner. P. Kierkegaard, (2002) *A very short introduction* OUP

Hick, J, (1990) *Philosophy of Religion*, Prentice Hall International, fourth edition

Jordan, A. Lockyer, N. Tate, E, (1999) *Philosophy of Religion for A Level O.C. R. edition*, Nelson Thornes

Miranda, J. P, (1982) *Communism in the bible*, SCM press

McLellan, D Karl Marx, (1983) *The Legacy*, BBC publications

Norman, R (2004) *On humanism* Routledge, Taylor & Francis Group NY

Palmer, D (1995) *Sartre for Beginners* writer and readers publishing inc

Palmer, M. Freud and Jung (1997&1999) *Religion*, Routledge

Raeper, W and Smith, L (1991) *A Beginners Guide to Ideas. Schools Edition*, A Lion Book

Shinn, R. L, (1968) *New directions in Theology Today, Vol 6 Man the New Humanism* London Lutterworth press

Smart, Ninian, (1969) Philosophers and Religious Truth S.C. M. Press

Singer, P Marx, (1968) *Short introduction* OUP (2000) Shinn. R. L *New directions in Theology Today, Vol 6 Man the New Humanism* London, Lutherworth press

Thompson, M, (2006) *Religion and Science access to Philosophy* Hodder Murray

Tyler, S. K. and Reid, G, (2006) *Question and Answer Guide, Edexcel AS Religious Studies*, Philip Allan Updates

Resources List:

The following sixth form journals which appear several times annually are useful for the AS and A2 course.

Dialogue	A Journal of Religion and Philosophy
Philosophy Now	A magazine of ideas
PS Review	Philip Allen updates.

Unit A2.8 Islam: Law Tradition and Practice

Specification: Religious Studies

Unit: A2 8 Islam: Law Tradition and Practice

Themes	Learning Outcomes Knowledge, understanding and evaluation of:	Elaboration A more detailed study should include the following:	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Teachings of the Qur'an (with reference to relevant surahs)	Qur'anic teaching on marriage and divorce	<p>A consideration of selected passages in the Qur'an which relate to marriage, dowry, polygamy, veiling and divorce.</p> <p>Compare to pre-Islamic practices and contemporary cultural norms.</p>	<p>The impact of Islamic beliefs and practices of marriage, divorce and civil partnerships on the fabric of modern society.</p>	<p>Using a selection of quotations from the Qur'an students are to identify recurring topics and use their headings to formulate a summary of Qur'anic teaching.</p>	<p>The Qur'an, Watton (pp135), Maqsood (pp177-186), Waines, Esposito (pp95-96,100) Emerick (pp249-264)</p>

Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Qur'anic teaching on the role and status of women	<p>A consideration of relevant suras which relate to women. Consider Muslim and western perceptions. Consider the significance of culture.</p>	<p>The relevance of Qur'anic teaching on the role and status of women for the debate about prejudice, discrimination and women's rights in society today.</p>	<p>Use the following headings and summarise the Qur'an's teaching under each: mother, wife, dowry, inheritance, polygamy, divorce, veiling, before Allah. Use the material to prepare for a class debate.</p>	<p>The Qur'an, Watton (pp134), Maqsood ch19, Esposito, Emerick (pp249-264)</p>
	Qur'anic teaching on war	<p>A consideration of relevant suras which relate to war. Consider the term jihad and its application in the contemporary world.</p>	<p>The relevance of Qur'anic teaching on war for the ideal of pacifism as a means of transforming the world.</p>	<p>Define greater and lesser jihad. Working in groups find relevant texts which relate to an aspect of war which the teacher has allocated. As each group provides feedback fill in a chart</p>	<p>The Qur'an, Watton (pp70-71), Emerick (pp165-174), Maqsood ch9, Esposito</p>

				worksheet.	
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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Sharia	Sources of Sharia and law schools.	Consider the seven possible sources used to define Sharia.	A consideration of the contribution of Sharia law to human thinking on appropriate methods of punishment.	Define Sharia from available sources. Produce a powerpoint which outlines each source, which law schools accept and use each one, and where in the world each law school is adhered to.	Watton ch4, Esposito, Emerick ch 5 Maqsood ch12
	Sharia and contemporary issues. Sharia in different contexts in the contemporary world.	Consider the challenge of applying Shariah in different contexts, and cultures, to contemporary issues, the 'closing of the gate'.	The impact of Sharia law in a world of conflicting beliefs and moral uncertainty including the view that religious believers must accept the laws of the state. The relevance of Sharia law in a world without	Brainstorm on the difficulties Muslims face in applying Shariah. Produce a summary diagram. Research Muslim attitudes to the life and death issues of abortion, suicide, euthanasia, and capital punishment.	Maqsood ch 14-15, Esposito, Watton ch 4

			purpose or meaning where the value of life is cheap.		
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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Articles of Faith	God (Tawhid), Angels and Prophets (Risalah)	Consider the Muslim concepts of Allah, Angels and Prophets and the significance of these beliefs. Consider the alternative views held within the Muslim community.	A consideration of how the prophets of Islam give an insight into the demands on the prophet in any age or religion.	Using available resources produce a detailed spider diagram on the nature of Allah. Evaluate how Shia, Mutazalite and Sufi theologies differ. Use this to formulate an essay plan. In groups discuss the Muslim beliefs about angels and the role they play within the faith. Feed back to the class. Research the Muslim concept of 'prophet' and 'messenger'. List the	Watton (pp 11-17), Emerick ch4, 7, Smart (pp 506-507) Maqsood ch 4, Esposito ch 1

				key characteristics of a ‘prophet’ and identify those who were also ‘messengers’. Contrast Shia and Sufi beliefs and associated practices.	
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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Holy Books (Qur'an)	Consider the key Muslim beliefs about the nature and authority of the Qur'an and differing views within the Muslim community.	The relevance of Islamic sacred texts as a guiding principle for good and bad actions in a secular society.	Using available resources complete a worksheet which has two columns: Beliefs About the Qur'an, the Authority of the Qur'an, Alternative Muslim views of the Qur'an (Shia, Sufi and Mutazalite)	Watton ch1, 7, Emerick ch 18, Smart 506-507, Esposito ch1
	Last days and afterlife (Akirah), Predestination (Al Qad'r)	Consider Muslim beliefs about the last days, judgement afterlife and predestination. Consider alternative views within the Muslim community.	The relevance of Muslim beliefs about the after life for issues of moral living and a holy lifestyle for adherents of any religion or none.	Prepare a powerpoint on orthodox Muslim teaching on the last days and the afterlife. Examine how Shia and Mutazalite views differ from this.	Watton (pp23-29), ch7 Emerick ch 6, 8, Smart (pp506-507), Esposito ch 1

		Consider the implications for moral living.			
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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	<p>Challenge of Islamic faith in the contemporary world.</p>	<p>Consider the challenge of submission to Islamic beliefs: the impact of culture, western values, assimilation, division within the religious community.</p>	<p>A consideration of Islamic faith in relation to religious radicalism and controversy in a multi-cultural society.</p>	<p>Using an evaluation question, prepare an essay plan for a tried test on the challenges facing contemporary Muslims who wish to remain true to their faith.</p>	

Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Rites of Passage	Birth Rituals	Consider the rituals connected with the birth of a child, the symbolism and the significance for the child, parents and wider community.	The relevance of adherence to Islam in an era of unbelief and indifference. A consideration of Islamic rituals as a witness to religious commitment, faith and holiness for those in search of meaning.	Imagine you are Muslim parents. Write a diary of all the rituals which are performed for your baby and explain the symbolic meaning of each.	Maqsood ch 24, Emerick ch 19, Waines
	Marriage Rituals	Consider the rituals connected with a marriage, the symbolism and the significance for the couple, the families and		In groups prepare for a class debate which focuses on how the Muslim community has much to teach the west about the value of marriage.	

		the wider community.			
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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Rituals of Death and Burial	Consider the rituals connected with death and burial, the symbolism involved and the significance for the relatives and the wider community.		Produce a chart which outlines the rituals which are performed before and after death, the symbolism of the rituals and the value of these rituals.	
	Rituals and Duties	Consider the value of religious rituals for the individual and the wider Muslim community.		In small groups brainstorm on the value and dangers of religious rituals (eg. rites of passage, pillars, festivals). Use your findings to prepare a critical evaluation essay.	

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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
Islam in history	The rightly-guided caliphs: Abu Bakr, Umar, Uthman, Ali	Consider the achievements and role of the rightly-guided caliphs in uniting and leading the Muslim community after Muhammad's death.	Religious leadership	Produce a Fact File on the successes and failures of the first four caliphs.	Emerick ch23, Watton (pp100-104), Smart (pp498-503), Esposito ch 2, Guillaume ch 6, Armstrong ch1
	Sunni and Shia split: causes and differences	Consider the crisis of leadership caused by Muhammad's death and the origins of the split between the Sunni and the Shia. Compare and	The relevance of belief and practical action in Islam for the issue of orthodoxy and heresy in all religions.	Produce an annotated flow chart which outlines the successive leaders of the Sunnis and the Shias and the further subdivision between the seveners and the twelvers. Complete the right	Emerick ch 27, Guillaume ch 6, Armstrong ch1, Watton ch7, Esposito ch 2

		contrast their views on the pillars, articles of faith, festivals and politics.		hand side of a comparative worksheet which has Sunni beliefs and practices outlined down the left.	
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Themes	Learning Outcomes	Elaboration	Examples of other aspects of human experience	Examples of methodology	Examples of resources
	Origins of Sufism and key practices	Consider the reasons for the emergence of Sufism, their ideals, their practices, key figures and the reaction of the wider Muslim community.	A consideration of Sufism for an understanding of the appeal of modern cults.	In pairs brainstorm on the factors which led to the emergence of Sufism. Using the headings body, mind and emotion make notes on the means used by Sufis to experience.	Armstrong ch2, Esposito (pp100-114), Emerick ch27, Smart (pp508-523), Watton ch7
	Impact of division on the Islamic community	Consider the variety of sources of division within the faith of Islam and evaluate the	The relevance of the Sunni/Shia split in Islam for an understanding of how any radical message can cause	In groups prepare arguments for a critical evaluation timed test, which takes the view that religious division is inevitable.	

		impact of division on the Muslim community.	controversy.		
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Resource List:

Armstrong, K, (2002) *Islam A Short History*, Phoenix Press

Armstrong, K, (1991) *Muhammad A Biography of the Prophet*, Phoenix Press

Dawood, N.J. (translator), (1999) *The Koran* Penguin Classics

Emerick Yahiya, (2002) *The Complete Idiot's Guide to Understanding Islam*, Alpha

Esposito J L, (1998) *Islam the Straight Path*, Third Edition OUP

Guillaume, A, (1980) *Islam*, Penguin

Maqsood R, (1997) *Teach Yourself Islam*, NTC Publishing Group

Smart, N, (1980) *The religious Experience of Mankind*, Collins

Waines, D, (1996) *An Introduction to Islam*, Cambridge University Press