

GCE A LEVEL

# RELIGIOUS STUDIES: A STUDY OF RELIGION - Christianity

SCHEME OF LEARNING  
Unit 1A: Christianity AS Level

## Unit 1A: Christianity AS Level

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

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

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

Time taken: 36 lessons (including assessments and feedback)

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 1: Religious Figures and Sacred Texts</b>					
<b>A: Jesus – his birth</b>					
1	Consistency and credibility of the birth narratives (Matthew 1:18-2:23; Luke 1:26-2:40); harmonisation and redaction; interpretation	(i) Students work alone or in groups making a list of key events in each of the narratives – and then a list of what is unique to each narrative. (ii) explore with students the unique contexts and orientations of Luke vs. Matthew based on the unique material	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p. 6-11.  Download the texts from <a href="http://Biblegateway.com">Biblegateway.com</a> (suggest the NRSV version), copy and distribute to class.  See a range of WJEC <a href="#">digital resources</a> from this area from the board.  These are also excellent for learning the distinctiveness of these narratives on Hightail <a href="https://bit.ly/2SrDMKE">https://bit.ly/2SrDMKE</a>  Use any new story reported in two different ways as a resource to illustrate the nature of redaction criticism	Quiz the students on (i) culturally popular aspects of the birth narratives that are not in the Gospels (i.e. there is no donkey; there are not 'three' 'wise men',) (ii) quiz the students on their retention of material unique to Matthew and Luke.	Students can read the 'Redaction Criticism' section in the book by Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.10-11 to reinforce key differences between the accounts.

2	<p>Application of the birth narratives to the doctrine of the incarnation (substantial presence and the kenotic model).</p>	<p>(i) Again, students work alone or in groups – this time making:</p> <p>(a) a list of the supernatural elements of each account.  (b) a list of places/events in which Jesus is vulnerable.</p> <p>(ii) Students receive a copy of Philippians 2: 6-11. and are asked to match the message of this passage with one of their lists.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.12-14.</p> <p>A very brief and helpful definition of the incarnation is found in Alister McGrath, <i>Theology: The Basics</i> (London: Wiley Blackwell, 2012), 70-71. You will want to make the case that 'incarnation' could be interpreted through a kenotic lens (emphasising more the human nature &amp; vulnerability) or a 'substantial presence lens' (Emphasising more the divine nature: Jesus' power and miraculous abilities)</p>	<p>Ask students to write a paragraph on the meaning of the incarnation which includes specific verses from the narratives which could be used to support the doctrine. Get them to compare their accounts with one another.</p>	<p>Read</p> <p><a href="#">The Chalcedonian Creed</a></p> <p>Alister McGrath, <i>Christian Theology: An Introduction</i>, Blackwell, (2011), ISBN:9781118869574, p.284-286.</p>
3	<p>The extent to which the birth narratives provide insight into the doctrine of the incarnation.</p> <p>The relative importance of redaction criticism for understanding the biblical birth narratives.</p>	<p>Ask students to work in groups. Each group is responsible to come up with one paragraph for each of the issues. Each paragraph will make a point, explain the point, support the point with evidence or example and provide a counterpoint. They should do this work <u>without consulting the textbook</u>.</p> <p>When the paragraphs are in 'good shape', they can be photographed and used to create a draft essay</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.15-16</p> <p>For points that can developed in this area, see p. 11-12 in this <a href="#">WJEC SAMs mark scheme</a>.</p>	<p>This is done in class by analysing each paragraph produced by the students and making suggestions so that they can be improved. Students take these paragraphs home to work into a draft answer for each issue.</p>	<p>Students can read the summary of the vindication of Redaction Criticism from Oxford Scholarship Online: <a href="#">Redaction Criticism</a></p>

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 1: Religious Figures and Sacred Texts</b>					
<b>B: Jesus – his resurrection</b>					
4.	Matthew 10:28; John 20-21; 1 Corinthians 15; Philippians 1:21-24.	<p>Students can work through these four passages, highlighting (in different colours) any section that deals with these 4 issues: death, the soul, resurrected body and the afterlife.</p> <p>Ask students to create a simple table to highlight similar/different features between our bodies and the resurrection body according to these passages.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.18-22</p> <p>Download the texts from <a href="http://Biblegateway.com">Biblegateway.com</a> (suggest the NRSV version), copy and distribute to class.</p> <p>See a range of resources available from Eduqas <a href="#">digital resources</a>.</p>	Peer assessment of the activity	Students can glimpse the larger context of the resurrection in this <a href="#">Britannica article</a>
5.	The views of Rudolf Bultmann and N.T. Wright on the relation of the resurrection event to history; interpretation and application to the understanding of death, the soul, resurrected body and the afterlife,	<p>i. Discuss the meanings of myth and history after viewing <i>Harry Potter and the Deathly Hallows Part 2 - The King's Cross Scene (in which Harry 'meets' Dumbledore at a mythical King's Cross Station.)</i> <a href="https://www.youtube.com/watch?v=VmvWuswEBSk">https://www.youtube.com/watch?v=VmvWuswEBSk</a></p> <p>ii. Ask students to prepare points for a debate about the resurrection, one side representing the views of Wright and the other side, Bultmann</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.23-26.</p> <p>In this <a href="#">video</a> on Bultmann go to 3.25- 3.45 – The personal nature of belief and 4.50 – 8.10 Demythologising; defining myth.</p> <p>NT Wright <a href="#">Video 1</a> NT Wright <a href="#">Video 2</a></p> <p>Rudolph Bultmann, <i>Jesus Christ and Mythology</i>, Scribners, (1958), ISBN:0334046300, pp. 11-21.</p> <p>Robert B. Stewart, ed. <i>The Resurrection of Jesus: John Dominic Crossan and N. T. Wright in Dialogue</i>, Fortress Press, (2005), ISBN:0800637852, p.17-47.</p>	Provide an oral assessment of the debate points (from the activity) noting arguments from Wright and Bultmann that had been neglected.	<p>Read James D. G. Dunn's short booklet,</p> <ul style="list-style-type: none"> <li>• <i>Why believe in Jesus' Resurrection?</i> London: SPCK, (2016), ISBN:0281076588</li> </ul>

6.	<p>The nature of the resurrected body.</p> <p>The historical reliability of the resurrection.</p>	<p>Ask students to create exam questions based on possible arguments they may have observed in the AO1 material – ask them to do this without showing them the AO2 bullet point issues. Refine their questions with them, arriving at one question representing each of the bullet points in the specification. Then, begin to draft exam responses, which they can complete at home.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.28-29.</p>	<p>Informal assessment of the beginnings of draft essays.</p>	<p>Completion of essay responses that were begun in class.</p>
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 1: Religious Figures and Sacred Texts</b>					
<b>C: The Bible as a Source of Wisdom and Authority</b>					
7.	The ways in which the Bible is considered authoritative: as a source of moral advice (Ecclesiastes 12:13-14; Luke 6:36-37); as a guide to living (Psalm 119:9-16; Psalm 119:105-112); as teaching on the meaning and purpose of life (Genesis 1:26-28; Ecclesiastes 9:5-9) and as a source of comfort and encouragement (Psalm 46:1-3; Matthew 6:25).	Students produce their own table which includes each area (i.e. moral advice), each passage (i.e. Ecclesiastes 12:13-14) and their reflection on what it is about that passage that would compel Christians to include it in this area (i.e. the specific teaching, subject matter, insights)	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.31-35.  Rowan Williams, <i>What is Christianity</i> , SPCK, (2015), ISBN:0281074399, p.8-12.  Individual books of the Bible referred to here can be introduced with:  Simon Jenkins, <i>The Bible from Scratch</i> , Lion (2004), ISBN: 0745941540  The Bible Project, <a href="#">YouTube</a>  See a range of Eduqas <a href="#">digital resources</a> from this area from the board.	To encourage Biblical literacy to support this area (and other subthemes), students can complete quizzes such as those you create to support this subtheme and/or those you can find <a href="#">here</a> and <a href="#">here</a> .	A useful way to deepen student comprehension on these specific passages is to have them read the commentary by William Barclay in the Daily Study Bible. For the New Testament this can be found <a href="#">online</a> . Also, see the <a href="#">print version</a> .
8.	The relative value of the Bible as teaching on the meaning and purpose of life.  The extent to which the Psalms studied offer a guide to living for Christians.	Have students brainstorm a number of ethical areas which could affect their lives or the lives of those they know in the next decade (i.e. the environment, immigration, etc.)  Then, students can be assigned in groups which	For features of stronger and weaker aspects of student responses on the Bible on meaning and purpose/Psalms, see pages 4-5 in this <a href="#">WJEC GCE RS 2018 Examiners' report</a> and on pages 5-6 of this <a href="#">Eduqas AS RS 2018 Examiners' report</a> . For points that can developed in this area, see pages 13-14 in the <a href="#">WJEC SAMs</a> .	Assess the brainstorming activity orally or extend this activity through the creation of a debate in which some students offer a peer assessment at the close of the debate.	

		<p>will either make the case that (i) these Bible passages are relevant to these areas or (ii) these passages are irrelevant to these areas.</p> <p>The same activity can be done by just focusing on Psalms 119 and 46.</p>		<p>Tell students that they can draw upon activities done in the previous sessions for their timed areas in the next session.</p>	
9.	Timed essays on Theme 1	<p>Ask students to write a response to an AO1 question (suggestion: a response examining similarities and differences between the New Testament Birth narratives.)</p> <p>Also, get students to write a response for an AO2 question. (suggestion: a response evaluating the extent to which the resurrection of Christ can be viewed as a historical event.)</p>	<p><a href="#">WJEC SAMs</a> can be used to create and assess timed essay questions.</p> <p>Another source of questions would be past papers, which are available from <a href="http://www.wjecservices.co.uk">www.wjecservices.co.uk</a>. Your examination officer is responsible for providing you with a username and password. They also need to give you sufficient access rights for you to download past papers and to access your centre's performance data.</p> <p>Once logged in you should be able to see a 'RESOURCES' drop down menu at the top of the home screen and under that is a 'PAST PAPERS AND MARKING SCHEMES' option.</p> <p>You can then either use the search facility or follow the links below it to select the exam series.</p>	<p>Formal assessment of the timed essay.</p>	<p>Revision in advance of the lesson.</p>



Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 2: Religious Concepts</b>					
<b>A: The nature of God</b>					
10.	<p>Is God male?</p> <p>The issue of male language about God; the pastoral benefits and challenges of the model of Father; Sallie McFague and God as mother.</p>	<p>Distribute a page of text from the Book of Common Prayer, the Psalms, or another ecclesiastical document of your choice. Have students circle any use of masculine pronouns in reference to God. You can ask them if these pronouns are related to masculine 'motifs' = and use the results of this discussion to relate McFague's key ideas. Alternatively, you can examine ecclesiastical images of God through the centuries in order to view themes of maleness and patriarchy.</p>	<p>WJEC <a href="#">digital resource</a> on theological metaphors for God.</p> <p>Sallie McFague, <i>Models of God: Theology for an Ecological, Nuclear Age</i>, Fortress Press, (1987), ISBN: 9780800620516</p> <p>More <a href="#">WJEC digital resources</a> for this area.</p> <p>The Book of Common Prayer, CUP, (2004), ISBN:9780521600934</p> <p>See Sallie McFague's passion for the environment <a href="#">here</a>.</p> <p>Go to 16.24 <a href="#">in this video</a> to see McFague discuss the historical focus of theology on individuals rather than the health of the earth.</p>	<p>Ensure that students have mastered McFague's key ideas by reacting to their written or oral responses to these three questions:</p> <p>According to McFague, why has God been depicted as male?</p> <p>Where in the Bible do we find more feminine attributes of God?</p> <p>What is a metaphor and what metaphors is McFague suggesting for Christians?</p>	<p><a href="#">Interview</a> with Sallie McFague in the Church Times.</p>
11.	<p>Can God suffer?</p> <p>The impassibility of God; the modern view of a suffering God illustrated by Jurgen Moltmann (The Crucified</p>	<p>Ask students to examine the earliest piece of <a href="#">anti-Christian graffiti</a>. Lead a discussion of why the crucifixion may have been an abhorrent idea to Roman sensibilities.</p> <p>You can also explore the irony of crucifix jewellery as a way to introduce Moltmann's</p>	<p>See the <a href="#">WJEC digital resources</a> on the Crucified God.</p> <p>Jürgen Moltmann, <i>The Crucified God: 40<sup>th</sup> Anniversary Edition</i> (London: SCM Press, 2015 [1973]).</p> <p>Moltmann's key ideas are summarised <a href="#">here</a> (Boston Collaborative Encyclopaedia of</p>	<p>Using the headings from the WJEC's summary of Moltmann, create a short quiz to test students' knowledge of his key ideas.</p>	<p>Students can explore how <a href="#">this event</a> (<i>warning contains graphic accounts of executions</i>) represents Moltmann's key ideas.</p>

	God).	central ideas	Western Theology) and by the <a href="#">World Council of Churches</a> .  A <a href="#">comprehensive summary</a> (Asbury Theological Seminary) of Moltmann's Crucified God.		
12.	The validity of referring to God as mother.  The theological implications of a suffering God	Students work in groups which will create and develop points which respond to each of the two issues. Each group will be dedicated to one issue – but share their results with the other groups. They will develop paragraphs for some of these points. Each paragraph will contain the point, an explanation of the point, support for the point with evidence or examples, a counterpoint and a mini-conclusion.	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p. 45-46.  A great resource for points that can be developed for McFague is the <a href="#">Eduqas RS AS 2017 past paper mark scheme</a> pp. 6-7 For issues that can arise for students, see pp. 5 of this <a href="#">WJEC GCE RS 2017 Examiners' Report</a> .	Assess student paragraphs informally as the session proceeds. When the paragraphs are in 'good shape', they can be photographed by each student and taken home to help create a draft essay.	Completion of essay responses that were begun in class.

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 2: Religious Concepts</b>					
<b>B. The Trinity</b>					
13.	The need for the doctrine of the Trinity: the nature and identity of Christ (issues of divinity and pre-existence) and Christ's relationship with the Father (co-equal and co-eternal). The origin of the Holy Spirit: the filioque controversy.	Ask students to write down their definitions of the Trinity – prior to having studied this area. See if you can identify any of the heresies of Arianism, Modalism, Adoptionism or Tri-theism in their definitions. These are summarised for you both in the Illuminate Textbook and the YR 1 Revision guide – as well as in many online sources such as this <a href="#">BBC article</a> . This will link to your teaching of the theory.	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p. 48-53</p> <p>Stephen Bullivant, <i>The Trinity: How Not to be a Heretic</i>, Paulist Press, (2015), ISBN:0809149338</p> <p>Alister McGrath, <i>Theology: The Basics</i>, Blackwell, (2012), ISBN:9781119158080, p.116-137.</p> <p>St. Augustine, <i>On Christian Doctrine</i> (Book I) Chapter 5.</p> <p>The <a href="#">video</a> by the Bible Project presents an intriguing explanation of the Trinity.</p>	Create a simple quiz which makes both 'orthodox' statements about the Trinity as well as statements reflecting the 'heresies' covered in this section. This will allow you to assess students' comprehension of this area.	Students can find passages in the Gospels which Christians use to establish the divinity of Jesus. (Examples include I Corinthians 8:6, Colossians 2:9, John 1:14, John 10:30, and Matthew 28:18. Also, <a href="#">Bart Ehrman</a> reflects on this area (from the Barth Ehrman Blog).
14.	The monotheistic claims of the doctrine of the Trinity.  Whether the doctrine of the Trinity is necessary to understand the God of Christianity.	<p>As both of these issues involve the validity of the Christian 'take' on monotheism, it will be important for students to understand a Jewish critique of Christian claims.</p> <p>You can give students (or groups of students) single paragraphs either from <a href="#">this article</a> (Stanford</p>	<p>For features of stronger and weaker aspects of student responses on the Trinity, see pages 2-3 in this <a href="#">WJEC GCE Examiners' report 2018</a>.</p> <p>For points that can be developed in relation to the Filioque controversy and the Trinity see pp. 17-18</p>	Informal assessment of the summaries produced by students in the activity for this section	Students can take home the summaries they have produced and use these to create focussed responses to each issue.

		Encyclopedia of Philosophy) or <a href="#">this article</a> (JewsforJudaism.org) and ask them to summarise them in their own words. These can be used in a draft response to these issues.	<a href="#">Eduqas A level SAMs.</a>		
15.	Feedback from Timed Essays (lesson 9) and revision for next timed essays.	<p>Offer feedback from lesson 9. Share both good practice and general areas for improvement. You will find general comments from the examiners' report helpful <a href="#">Eduqas AS RS 2018 Examiners' report</a> and <a href="#">WJEC Examiners' reports</a></p> <p>In preparation for their next Timed essays (Lesson 18) ask students as individuals or groups to prepare model paragraphs which develop points for one AO1 area and one AO2 area. Of your choice from Theme 2.</p> <p>For example, a response to:</p> <p>(i) explaining what Moltmann means by a 'suffering God'</p> <p>(ii) a response to the statement, 'A God who requires an atonement is cruel'.</p>	Select resources from those mentioned in this theme to support the essay areas you have chosen for their next timed essays.	Assess the model paragraphs in class, have students take pictures of strong paragraphs which they can use as a part of further preparation for their timed essays.	Preparation for timed essays.

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 2: Religious Concepts</b>					
<b>C: The Atonement</b>					
16.	<p><i>Three theories of the Atonement (which are not mutually exclusive): the death of Jesus as Christus Victor (with reference to the liberation of humanity from hostile powers); the death of Jesus as a substitution (both the belief that Jesus died as a substitute for humanity, and the belief that only the divine-human Jesus could act as a sacrifice by God for the sake of humanity); the death of Jesus as a moral example (of how to live and die). The underlying assumptions about the need for divine forgiveness and the conflict between the wrath and love of God in theories of the Atonement.</i></p>	<p><i>Students have 2 minutes to list all of the different movies you can think of where a central character willingly gives up their life to help others. Once the list has been created, work together at identifying what the characters hoped to achieve by their death – you can relate this to Christian views of the atonement.</i></p> <p><i>After the theories have been studied (see resource column), students can produce revision cards with key features of each model of the atonement.</i></p>	<p><i>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.58-62</i></p> <p><a href="#">WJEC digital activity</a> on atonement theories.</p> <p><i>The booklet by Jane Williams, Why did Jesus have to Die? SPCK, (2013), ISBN:0281074402 provides a good overview of models of the Atonement.</i></p> <p><i>Alister McGrath, Christian Theology: An Introduction, Blackwell, (2012), ISBN:9781118869574, p.319-337.</i></p> <p><i>For substitutionary atonement: John Stott, The Cross of Christ, IVP, (2006), ISBN:1844741559, p. 157-59.</i></p> <p><i>For the Christus Victor approach, see C. S. Lewis, The Lion the Witch and the Wardrobe, HarperCollins, (2009), ISBN: 9780007323128, chapters 13 and 15 - OR the film version DVD ( ASIN: B000EPE7AU), chapters 16, 17, 20 and 21.</i></p>	<p><i>Informal assessment of the revision cards (see 'Activity'), ensuring that students have grasped key points. Additionally, you can create a simple quiz with different statements representing the various theories; assess students on this quiz.</i></p>	<p><i>Students can create a chart which associates key Bible passages and quotes from theologians with each of the theories. For example, ask students which theories these Bible passages speak to: Mark 10:35, I Timothy 2: 5-6, Matthew 8:17, I Peter 2:24, Isaiah 53:5-6, I Corinthians 1:11, I Peter 2:21; Matthew 16:24.</i></p>

17.	<p><i>The extent to which the three theories of the Atonement are contradictory.</i></p> <p><i>The extent to which the three theories suggest that the Christian God is cruel.</i></p>	<p><i>Students will make each of these issues a question by turning the issue into a one-sided statement followed by the word, 'evaluate'. Then students will develop two full paragraphs that could be used in a response. These paragraphs can follow the format suggested in Lesson 12.</i></p>	<p><i>For points that can developed in this area, see pages 15-16 in the <a href="#">WJEC SAMs</a>.</i></p> <p><i>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p. 65-67.</i></p>	<p><i>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take them home to use in drafting a full response.</i></p>	<p><i>Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion.</i></p>
18.	<p><i>Timed Essays</i></p>	<p><i>Have students write a response for an AO1 question (suggestion: a response to (i) explaining what Moltmann means by a 'suffering God')</i></p> <p><i>Also, have students write a response for an AO2 question. (suggestion: a response to the statement, 'A God who requires an atonement is cruel'.</i></p>	<p><i>For features of stronger and weaker aspects of student responses on the Atonement, see pages 3-4 in this <a href="#">WJEC GCE RS 2019 Examiners' report</a>.</i></p>	<p><i>Formal assessment of the timed essays.</i></p>	<p><i>Revision in advance of the lesson.</i></p>

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 3: Religious Life</b>					
<b>A. Faith and works</b>					
19.	Luther's arguments for justification by faith alone (with reference to Romans 1:17; 5:1; Ephesians 2:8- 9; Galatians 2:16 and Luther's rejection of James 2:24);	As Luther's theology was formed by his experience, it may be worthwhile showing students pivotal moments from his life from a film or documentary such as <u><a href="#">Martin Luther – Driven to defiance PBS -Youtube</a></u> or <u><a href="#">Where Luther walked Roland Bainton - Youtube</a></u> . They can then write down a sequence of experiences leading up to Luther's insight about 'justification by faith alone'. Students can then create a chart of the Bible verses, which will include their own paraphrase of the passages and insights on what Luther may have liked/not liked about these verses.	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.68-69.  See <u><a href="#">WJEC digital resources</a></u> and activities on Luther.  Roland Bainton, <i>Here I Stand: A Life of Martin Luther</i> , Abingdon, (2007), ISBN:1406767123.  Short summaries of Luther and other figures covered in this course can be found in Lavinia Cohn-Sherbok, <i>Who's Who in Christianity</i> , Routledge, (1998), ISBN: 9780415260343.	Informal assessment of charts created in the activity.	Students can deepen their knowledge of this area by reading Alister McGrath, <i>Christian Theology: An Introduction</i> , Blackwell, (2012), ISBN:9781118869574, p. 358-361.
20.	the Council of Trent as a response to Luther; E. P. Sanders and the role of works in justification.	Introduce students to the Catholic view of faith (vs. faith alone) by examining selected texts from the Council of Trent (see resources, next column).  Students can look up 'covenantal nomism' on the web and create their own	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.70-71.  See <u><a href="#">WJEC digital resources and activities</a></u> on the Council of Trent and E. P. Sanders  The Catechism of the Catholic Church, Bloomsbury, (2014), ISBN:9780860123279,	Informally assess students' descriptions of covenantal nomism.	Students can grasp Catholic issues with Luther's theology by finding critiques online such as <u><a href="#">this</a></u> from Catholic.com – and noting key differences between Luther's interpretation of the Bible

		paragraph description which you can assess in class.	<p>sections 1993 and 2001, pp. 433 and 435. (Contains brief quotes from the Council of Trent).</p> <p>See this <a href="#">Britannica article</a> for help. For something more advanced see, The Fourth Session: Decree Concerning the Canonical Scriptures and The Sixth Session, Chapter XI in <i>The canons and decrees of the sacred and oecumenical Council of Trent</i>, Ed. and trans. J. Waterworth (London: Dolman, 1848) <a href="http://history.hanover.edu/texts/trent/trentall.html">http://history.hanover.edu/texts/trent/trentall.html</a></p> <p>Michael Barnes Norton, 'An Interview with E. P. Sanders: Paul, Context and Interpretation' <i>Journal of Philosophy and Scripture</i>. Vol. 2, Issue 2, Spring 2005, p. 37. (<a href="https://journalofphilosophyandscripture.org/">https://journalofphilosophyandscripture.org/</a>)</p> <p>An overview of Sanders' issues can be seen <a href="#">here</a> (from Rabbisaul.com)</p>		and a Catholic interpretation.
21.	<p>The extent to which both faith and works are aspects of justification.</p> <p>The extent to which the New Testament letters support arguments for justification by faith alone.</p>	Students will make each of these issues a question by turning the issue into a one-sided statement followed by the word, 'evaluate'. Then students can work in groups develop two full paragraphs that could be used in a response. These paragraphs can follow the format suggested in Lesson 12.	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.73-75.</p> <p>For points that can be developed in relation to Faith and Works, see <a href="#">Eduqas AS SAMs</a>, pp. 17-18.</p> <p><a href="#">This Catholic response</a> (from the National Catholic Register) presents issues that can be explored by students in responses to both issues.</p>	Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take them home to use in drafting a full response.	Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion.



Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 3: Religious Life</b>					
<b>B. The community of believers</b>					
22.	The New Testament community of believers as a model for churches today (with reference to Acts 2:42-47); the role of churches in providing worship and sacraments, religious teaching, mission, service and outreach, and fellowship for the community of believers.	Ask students to list all of the activities that churches do today – and then the categorise these activities. Then ask them to guess how many of these were characteristic of the early church described in Acts. This will help to lead you into examining Acts 2:42-47 as well as how/why the church then is different to churches today.	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.76-79.  The first few minutes of this <a href="#">Bible Project Video on the Book of Acts</a> .  N. T. Wright <a href="#">Believing and Belonging</a> from ntwrightpages.com, originally published in Simply Christian, 2006 London: SPCK; San Francisco: Harper San Francisco.  William Barclay's <a href="#">commentary</a> on Acts (William Barclay's Daily Study Bible).	Give an informal quiz, asking students to define the term 'church'; following this, explain the meaning of ekklesia and the various ways this has been interpreted.	Students can read about the debate amongst Christians about the relevance of Acts 2. See <a href="#">this article</a> from Christianity today.
23.	Whether the main role of the church is to provide religious teaching.  The extent to which contemporary Christian churches should follow the New Testament model.	Students will make each of these issues a question by turning the issue into a one-sided statement followed by the word, 'evaluate'. Then students can work in groups develop two full paragraphs that could be used in a response. These paragraphs can follow the format suggested in Lesson 12.	Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.81-83.  Hans Küng, Can We Save the Catholic Church? William Collins, (2013), ISBN:9780007522026, p. 256-258.  Students can usefully examine the mega-church phenomenon and critically assess the claims of these and other churches to follow the Acts 2 model. There are many easily accessible articles on megachurches. <a href="#">Here is one that is critical of the phenomenon</a> .	Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take them home to use in drafting a full response	Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion

24.	Feedback from Timed Essays (lesson 18) and revision for next timed essays.	<p>Offer feedback from lesson 18. Share both good practice and general areas for improvement. You will find general comments from the examiners' report helpful <a href="#">Eduqas AS SAMs</a> and <a href="#">WJEC Examiners' Reports</a></p> <p>In preparation for their next Timed essays (Lesson 27) ask students as individuals or groups to prepare model paragraphs which develop points for one AO1 area and one AO2 area. Of your choice from Theme 3.</p> <p>For example, a response which raises issues relevant to these areas:</p> <p>(i) examining E. P. Sanders' point of view on faith and works</p> <p>and</p> <p>(ii) Evaluating whether or not churches that explicitly follow the activities of Acts 2 are following God's plan.</p>	Select resources from those mentioned in this theme to support the essay areas you have chosen for their next timed essays.	Assess the model paragraphs in class, have students take pictures of strong paragraphs which they can use as a part of further preparation for their timed essays.	Preparation for timed essays.
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 3: Religious Life</b>					
<b>C: Key Moral Principles</b>					
25.	<p>Selected key moral principles of Christianity:</p> <p>the importance of love of neighbour (Leviticus 19:34; Luke 10:25-28);</p> <p>God's love as a potential model for Christian behaviour (Exodus 34:6-7; 1 John 4:19- 21);</p> <p>regard for truth (1 Samuel 12:24; Ephesians 4:25-27);</p> <p>the role of conscience (2 Corinthians 1:12; 1 Timothy 1:5);</p> <p>the need for forgiveness (Matthew 6:14-15; Colossians 3:12-13).</p>	<p>This subtheme requires good knowledge of a range of Bible verses.</p> <p>Activity 1: Begin with students creating a chart in which they write down the verses, write them again in their own paraphrase and also note key messages.</p> <p>Activity 2: students can compare a dictionary definition of 'love' (or popular notions such as in this <a href="#">video</a> the Barney – "I Love You Song") to the insights offered in many of these passages, noting the differences between these passages.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.84-87</p> <p>Download the texts from <a href="http://Biblegateway.com">Biblegateway.com</a> (suggest the NRSV version), copy and distribute to class.</p> <p>Professor <a href="#">Marc Zvi Brettler</a>, <a href="#">Love Your Neighbour as Yourself</a> (Lev 19:18) from BibleOdyssey.org</p>	<p>Informally quiz students as to which part of the Bible (Torah, Gospels or Epistles) each of these verses belongs</p>	<p>Students can deepen their understanding of key Biblical words relevant to this subtheme with <a href="#">this resource</a>. (from Oxford Biblical Studies online).</p>
26.	<p>Whether love of neighbour is the most important moral principle in Christianity.</p> <p>The extent to which God's</p>	<p>Students will make each of these issues a question by turning the issue into a one-sided statement followed by the word, 'evaluate'. Then students can work in groups develop two full paragraphs that could be</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.89-91</p> <p>Features of strong and weak responses for the first issue are</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take</p>	<p>Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion.</p>

	behaviour towards humans is the basis for Christian morality.	used in a response. These paragraphs can follow the format suggested in Lesson 12.	outlined on pages 5-6 of this <a href="#">Eduqas AS 2017 Examiners' report</a> .	them home to use in drafting a full response.	
27.	Timed Essays	<p>Have students write a response for an AO1 question asking for an examination of E. P. Sanders' view on faith and works.</p> <p>Also, have students write an AO2 response to the area of the relevance of Acts 2 for churches today.</p>	To help with the areas you choose for the timed essays, draw from the resources above for these areas.	Formal assessment of the essays.	Revision preceding the timed essays.

Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 4: Religious Practices that Shape Religious Identity</b>					
<b>A: Baptism</b>					
28.	<p>The case for infant baptism by Augustine and Zwingli (the role of baptism in salvation; the role and importance of Christian parents);</p> <p>the case for believer's baptism with reference to Karl Barth (the example of Christ; importance of consent).</p>	<p>Activity 1: Using resources that you hand out or online sources such as <a href="#">this</a> (scroll down to the sacrament section from Britanicca.com) ask students to define the term 'sacrament' accurately, in their own words. This will lay the foundation for this subtheme and the next.</p> <p>Activity 2: ask students to watch excerpts from both a '<a href="#">believer's baptism</a>' (Willow Creek Community Church Baptism) and an <a href="#">infant baptism</a> service. They make a list of how the services are different and attempt to infer the theology behind these positions. This discussion will lead well into your presenting of the central issues.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.92-96.</p> <p>See <a href="#">WJEC digital resources</a>.</p> <p>Alister E. McGrath, <i>Christian Theology: An Introduction 5<sup>th</sup> Ed.</i> (Oxford: Wiley Blackwell, 2011), ISBN:9781118869574, pp. 420-1. (note there is a good summary of Karl Barth's position here).</p> <p>Catechism of the Catholic Church, Bloomsbury, (2014), ISBN:9780860123279 section 1113 and following.</p> <p>Zwingli: An Introduction to His Thought by W.P. Stephens, Clarendon Press, (1994), ISBN: 9780198263630.</p> <p>St Augustine, The Trinity, Stephen McKenna, trans. The Catholic University of America Press, (2002) [1963], 444 [Book XIV, 17 (23)] (this is a section on Baptism), ISBN:9780813213521.</p> <p><a href="#">Pope Francis on baptism</a> compare to a believer's baptism perspective such as <a href="#">this</a>.</p>	<p>Quiz students on the differences between believer's baptism services and sacramental baptism services by announcing aspects of each and having them choose which service to which they belong.</p>	<p>Students can deepen their knowledge by researching the term Anabaptism, finding the central issues that caused them to be persecuted by sacramental churches.</p>

29.	<p>The extent to which both infant and adult baptism are just symbolic acts.</p> <p>The criteria for expressing the commitment to be baptised.</p>	<p>Students will brainstorm as many areas they can think of where there are disagreements over the nature of Baptism amongst churches. Then, have them guess at possible exam questions. Following this, choose two questions with them that represent each of the two bullet point areas for evaluation on the spec. Have groups work on developing particular points in paragraph form as outlined in lesson 12.</p>	<p>A WJEC evaluative resource on baptism can be found <a href="#">here</a>.</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take them home to use in drafting a full response</p>	<p>Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion</p>
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Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 4: Religious Practices that Shape Religious Identity</b>					
<b>B: Eucharist</b>					
30.	The importance of the Eucharist in the life of contemporary Christian communities; selected modern Roman Catholic theories (transignification and transfinalization); selected Protestant approaches (consubstantiation and memorialism); the similarities in Eucharistic practice in Christian traditions.	<p>Activity 1: Students search online for as many different names as they can find that churches use for this meal (breaking of bread, communion, etc.). Then, explore with them the names that sacramental churches tend to use and the names sacramental churches tend to use. This will lead into the central issues of consubstantiation, memorialism and transubstantiation (along with Catholic developments).</p> <p>Activity 2: Students research how different churches conduct the Eucharist, noting especially the differences between sacramental and non-sacramental churches.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.100-103.</p> <p>Alister E. McGrath, <i>Christian Theology: An Introduction 5<sup>th</sup> Ed.</i>, Blackwell, (2011), ISBN:9781118869574, pp.411-420.</p> <p>Linda Woodhead, <i>Christianity: A Very Short Introduction</i>, OUP, (2014), ISBN: 9780199687749, pp. 33-34.</p> <p><a href="#">Baptism Eucharist and Ministry</a>, Faith and Order Paper No. III (Geneva: World Council of Churches, 1982). pp. 16-23</p> <p><a href="#">BBC resource</a> on the Eucharist.</p> <p><a href="#">The Catechism of the Catholic Church</a> on the Eucharist.</p>	Informal quiz on the definition of a sacrament and why some churches take a sacramental approach and others a non-sacramental approach.	An excellent way for students to understand unity and diversity in Baptism is to read the ground breaking <a href="#">Baptism Eucharist and Ministry</a> , Faith and Order Paper No. III (Geneva: World Council of Churches, 1982). pp. 16-23
31.	The extent to which there is any common ground within contemporary understandings of the Eucharist.	Students will make each of these issues a question by turning the issue into a one-sided statement followed by the word, 'evaluate'. Then students can work in groups develop two full paragraphs that could be used in a	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.105-7.</p> <p>For features of strong and weak responses to the theme of Eucharist in Christianity see pp.7-8 here: <a href="https://www.eduqas.co.uk/qualifications/religiou">https://www.eduqas.co.uk/qualifications/religiou</a></p>	Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take them home to use	Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion.

	The extent to which theoretical beliefs about the Eucharist affect the practice of different denominations.	response. These paragraphs can follow the format suggested in Lesson 12.	<a href="https://www.eduqas.com/studies/as-a-level/eduqas-as-religious-studies-report-summer-2017.pdf?language_id=1">s-studies/as-a-level/eduqas-as-religious-studies-report-summer-2017.pdf?language_id=1</a>  The diagram on page 412 in Alister E. McGrath, Christian Theology: An Introduction 5 <sup>th</sup> Ed., Blackwell, (2011), ISBN:9781118869574 is useful for developing points for the first issue.  Points to develop for the second issue can come from Activity 2 in lesson 30.	in drafting a full response	
32.	Feedback from Timed Essays (lesson 27) and revision for next timed essays.	Offer feedback from lesson 27. Share both good practice and general areas for improvement. You will find general comments from the Examiners' reports helpful <a href="#">WJEC</a> and <a href="#">Eduqas</a> .  In preparation for their next Timed essays (Lesson 36) ask students as individuals or groups to prepare model paragraphs which develop points for one AO1 area and one AO2 area. Of your choice from Theme 4. For example, a response to (i) examine Zwingli's views on infant baptism and (ii) 'Easter is a completely different festival in Eastern and Western Churches.' Evaluate.	Select resources from those mentioned in this theme to support the essay areas you have chosen for their next timed essays.	Assess the model paragraphs in class, have students take pictures of strong paragraphs which they can use as a part of further preparation for their timed essays.	Preparation for timed essays.



Lesson	Specification Detail	Activities	Resources	Assessment	Independent Learning
<b>Theme 4: Religious Practices that Shape Religious Identity</b>					
<b>C: Festivals</b>					
33.	<p><b>Christmas</b></p> <p>The similarities (with reference to the focus on incarnation of Christ) and differences (date of celebration; focus of Advent season; Christmas services) between the Eastern Orthodox and the Western churches' celebration of Christmas.</p>	<p><b>Activity 1:</b> students make a list of activities they (or others) do at Christmas. Then, they guess at whether it is a Biblical, religious (but not biblical), pagan or secular in origin.</p> <p><b>Activity 2:</b> students research to find the answer to the difference between the Advent season and Christmas day for the West and the East.</p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.108-110.</p> <p>See the table summary of differences between these festivals found on pp.72-73 in the Illuminate Revision Guide for YR 1 Christianity ISBN:9781911208693</p> <p>Ted Olsen, '<a href="#">Happy(?) Advent</a>' in Christianity Today, August 08, 2008.</p> <p>Youtube video on <a href="#">Christmas traditions</a> by the History Channel.</p> <p>Another Youtube video by the The History channel on <a href="#">the real story of Christmas</a>.</p> <p>W. Owen Cole and Peggy Morgan, Six Religions in the Twenty-First Century, Stanley Thornes, (2000), ISBN:978-0748751679, p.251.</p> <p>Just for fun: <a href="#">Grumpy Guide to Christmas</a> from the BBC</p> <p><a href="#">Starter notes</a> for Teachers on the Eduqas/WJEC Sharespace site.</p>	<p>Use a popular Christmas quiz that is found online which demonstrates the difference between traditions about Christmas and what is actually found in the birth narratives.</p> <p>Then quiz students on the difference between Advent and Christmas,, including between East and West</p>	<p>To push deeper, students can be encouraged to discover on ecclesiastical websites how the <a href="#">Church of England celebrates Advent and Christmas</a> (Church of England) and contrast this to how the <a href="#">Orthodox</a> celebrate the season. (Taken from: "How About Advent", an Advent Program for the Orthodox Christian Family, by Fr. Kurt Speier and Dn. John Finley, published by the Orthodox Christian Education Commission)</p>

34.	<p><i>Easter</i></p> <p><i>The similarities (with reference to the doctrine of the resurrection of Christ) and differences (date; liturgical practice at Easter; the diversity within each stream of tradition) between the Eastern Orthodox and the Western churches' celebration of Easter.</i></p>	<p><i>There are a number of specialist terms that will deepen students' understanding of this area (i.e. Laetare, Akathist, etc.). These are found in the textbook; give groups of students a term, have them research its meaning and present it to the class.</i></p>	<p>Gwynn ap Gwilym, 'Wjec/Eduqas RE for Yr 1/AS – Christianity', Illuminate Publishing, ISBN:9781908682956, (2016), p.111-114.</p> <p>Trevin Wax, '<a href="#">Attending an Orthodox Easter Vigil</a>' on The Gospel Coalition Website.</p> <p>Bishop Barron on the <a href="#">meaning of Easter</a>.</p> <p>W. Owen Cole and Peggy Morgan, <i>Six Religions in the Twenty-First Century</i>, Stanley Thornes, (2000), ISBN:074875167, p. 255.</p> <p><a href="#">Starter notes</a> on Easter for teachers on the Sharespace site.</p>	<p><i>Quiz students on the differences between Lent and Easter as well as the difference between the seasons in the West and the East.</i></p>	<p><i>This <a href="#">Britannica resource</a> can be explored as one of the alternatives to the textbook.</i></p>
35.	<p><i>Whether the different emphases and practices mean that Easter is a different celebration in the Eastern Orthodox and Western churches.</i></p> <p><i>The relative importance of Easter and Christmas.</i></p>	<p><i>Students will make each of these issues a question by turning the issue into a one-sided statement followed by the word, 'evaluate'. Then students will develop two full paragraphs that could be used in a response. These paragraphs can follow the format suggested in Lesson 12.</i></p>	<p><i>For features of strong and weak responses to the theme of Easter in the Christian church <a href="#">see p.19-20 Eduqas AS SAMs</a></i></p>	<p><i>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take them home to use in drafting a full response.</i></p>	<p><i>Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion</i></p>
36.	<p><i>Timed Essays</i></p>	<p><i>Ask students to write an AO1 response for the general area of Zwingli's response to infant baptism.</i></p>	<p><i>To help with the areas you choose for the timed essays, draw from the resources above for these areas.</i></p>	<p><i>Formal assessment of the essays</i></p>	<p><i>Revision preceding the timed essays.</i></p>

		<i>Also, have students write an AO2 response for the area of Easter as a different or similar celebration between the East and the West.</i>			
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