

GCE A LEVEL

RELIGIOUS STUDIES: A STUDY OF RELIGION - Christianity

SCHEME OF LEARNING
Unit 3A: Christianity AS Level

Unit 3: Christianity A Level

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

In addition, this document must not be used instead of the specification, but it can 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: 35 lessons (including assessments and feedback)

Lesson	Specificati on Detail	Activities	Resources	Assessment	Independent Learning
Theme 1: Religious Figures and Sacred Texts					
A: The Bible as a source of wisdom and authority					
1	How the Christian biblical canon was established.	<p>(i) Ask students to share how issues surrounding the creation of the Canon are relevant to the creation of series such as the Avengers (you can also discuss this link).</p> <p>(ii) Ask students to discover why a particular book of the Bible was debated about inclusion in the Canon (you can use, for example: Esther, Hebrews, the Deutero-canonical books, etc.)</p>	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, ISBN: 9781911208365, p. 6-13.</p> <p>McGrath, Alister. (2011) - <i>Christian Theology: An Introduction</i>, Wiley-Blackwell, ISBN:9781444335149, p. 120-128.</p> <p><i>Catechism of the Catholic Church: Popular and Definitive Edition</i>, Bloomsbury, (2014), ISBN 9780860123279 - see Article 3: Sacred Scripture 28-35.</p> <p>http://www.bibleodyssey.org/ - website of the Society of Biblical Literature.</p> <p>Note: this link is for ALL CPD training resources from 2017; go to the Christianity booklet and you will find a lesson laid out for you on 'Canon.' https://www.youtube.com/watch?v=6k</p>	Students do not need to know every book of the Bible in order to excel in this area. But it is important that they know the major divisions. Quiz the students as to whether they can name any books found in the (i) Law (ii) Prophets (iii) Writings (iv) Gospels or (v) Epistles.	Students can be encouraged to research, on their own, why Protestant Bibles are different from Catholic Bibles. Reading an article on the Septuagint from the Encyclopaedia Britannica will help with this.

			<p>-C3Kse171 – Simple and effective introduction to the development of the New Testament</p> <p>https://ehrmanblog.org/should-we-change-the-canon-of-scripture-for-members/ a provocative question about changing the Biblical canon</p>		
2	<p>Diverse views on the Bible as the word of God: different understandings of inspiration (the objective view of inspiration; the subjective view of inspiration; John Calvin's doctrine of accommodation).</p>	<p>(i) Ask students to put the text 2 Timothy 3:16 in their own words and then describe what it is claiming – and what it is not claiming.</p> <p>(ii) Ask students to read the 5th paragraph on this page by McGrath on Calvin's accommodation and then write their own definition of this doctrine.</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, ISBN: 9781911208365, p.13-17.</p> <p>McGrath, Alister– <i>Christian Theology: An Introduction</i>, Wiley-Blackwell,. (2011) ISBN:9781444335149, p. 135-137.</p> <p><i>Catechism of the Catholic Church: Popular and Definitive Edition</i> Bloomsbury, (2014), ISBN:9780860123279 - see Article 3: Sacred Scripture 29-32.</p> <p>This evangelical Christian site provides a view of objective inspiration along with a thoughtful interpretation of II Timothy 3:16.</p> <p>This article is useful for introducing Calvin's view of accommodation –</p>	<p>Get students to draw a line which records the different views on inspiration, with 'extremely subjective views at one end and 'extremely objective views at the other end' Then ask them to identify where they would place various theories they have studied on that line.</p>	<p>Students can read the 5 sentence 'Short Statement' here: http://www.bible-researcher.com/chicago1.html This is the landmark conservative statement on Biblical inspiration which is an excellent example of an objective approach to Biblical inspiration. Ask students summarise its position in their own words in just a paragraph or two.</p>

			<p>though it goes on in some detail about modern variations on this doctrine.</p> <p>This is the landmark conservative statement on Biblical inspiration which is an excellent example of an objective approach to Biblical inspiration.</p> <p>Essay by N. T. Wright on the authority of the Bible.</p>		
3	<ul style="list-style-type: none"> • The extent to which the Bible can be regarded as the inspired word of God. • Whether the Christian biblical orders are inspired, as opposed to just the texts they contain. 	<p>Have students 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, and then show how that point is weaker or stronger than a challenge to that point. They should do this work without consulting the textbook. When the paragraphs are in good shape, they can be photographed and used to create a draft essay</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, ISBN: 9781911208365, p.19-22.</p> <p>For points that can developed for inspiration, see page 7 in this WJEC Examiners Report (2018)</p> <p>Also, descriptive points on Canon can be found here (p.9-11) in this Eduqas Examination report (2018) and developed into evaluative points.</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 find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>

Theme 1: Religious Figures and Sacred Texts

B: The early church (in Acts of the Apostles)

4.	Its message and format: the kerygmata as presented by C. H. Dodd, with reference to Acts 2:14-39; 3:12-26. The challenges to the kerygmata (with reference to the historical value of the speeches.	(i) Print off each passage in Acts and ask students to find and mark the 6 elements of the Kerygma in each. (ii) Ask students to search online for definitions of the term 'Kerygma' and write a definition in their own words. Ensure that they include how Kerygma is different from other genres.	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, ISBN: 9781911208365, p.24-28.</p> <p>Download the texts from Biblegateway.com (suggest the NRSV version), copy and distribute to class.</p> <p>See a range of Eduqas digital resources from this area (see the Kerygmata section).</p> <p>Use this handout from Eduqas's digital resources to reinforce key elements of this section.</p> <p>The first 3-4 paragraphs of this Britannica article help with understanding Dodd.</p> <p>Reading the 'Acts of the Apostles' section from this article will help with understanding historical challenges to this book – though the textbook gives a more concise summary of the issues.</p>	Have students complete Eduqas task and then peer assess it.	Dodd's key text on the Kerygma can be found here in full . Simply search this text for the term 'kerygma' to find key quotes and insights.
5.	The challenges to the kerygmata in Acts - the work	i. (this activity from the 'resurrection' sub-theme is relevant here:	Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i> , Illuminate Publishing, ISBN: 9781911208365, p.28-30.	Students write out the four 'Key quotes' of Bultmann found	For those interested in a very short introduction to

	of Rudolf Bultmann; adapting of the Christian message to suit the audience.	<p>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></p> <p>ii. Have students search for and define apocalypticism and Gnosticism to help them understand Bultmann's views on the myths underlying the New Testament.</p>	In this video on Bultmann go to 3.25- 3.45 – The personal nature of belief and 4.50 – 8.10 Demythologising; defining myth.	in the textbook into their own words. These are peer assessed for accuracy.	Bultmann's approach see the article by James F. Kay, ' <i>Bultmann, Rudolph</i> ' in The Oxford Companion to Christian Thought' Adrian Hastings ed., OUP, (2001) ISBN 0198600240
6.	<ul style="list-style-type: none"> The extent to which the kerygmata (within the areas of Acts studied) are of 	Ask students to create exam questions based on possible arguments they may have observed in the AO1 material – ask them	<p>Barker, Greg, '<i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>', Illuminate Publishing, ISBN: 9781911208365, p.32-35.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	Informal assessment of the beginnings of draft essays.	Completion of essay responses that were begun in class.

	<p>any value for Christians today.</p> <ul style="list-style-type: none">• Whether the speeches in Acts have any historical value.	<p>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 (left). Then, have them begin to draft exam responses, which they can complete at home.</p>			
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Theme 1: Religious Figures and Sacred Texts

C: Two Views of Jesus

7.	<p>A comparison of the work of two key scholars, including their views of Jesus with reference to their different methods of studying Jesus: John Dominic Crossan and N. T. Wright.</p> <p>Crossan: Jesus the social revolutionary; using apocryphal gospels; seeing Jesus as a product of his time; what the words of Jesus would have meant in Jesus' time.</p>	<p>(i) Ask students read and summarise Wright's view of 'Critical Realism', using the textbook and resources in the next column.</p> <p>(ii) Ask students to read and summarise Crossan's views on the reliability of the Gospels using the textbook and resources in the column opposite.</p>	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, ISBN: 9781911208365, p. 37-43.</p> <p>An introduction to the concept of critical realism can be found here.</p> <p>See the interview with John Dominic Crossan about the reliability of the Gospels on this site (scroll down).</p> <p>There are two dialogue-type books that reveal the positions of Wright and Crossan – teachers can use excerpts of these with their students if they want more than the textbook provides. These are:</p> <p>(i) John Dominic Crossan and N.T. Wright, <i>The Resurrection of Jesus</i>, Robert B. Stewart ed., Fortress Press, (2006), ISBN: 9780800637859 – see especially p.182-186.</p> <p>(ii) Marcus Borg and N.T. Wright, <i>The Meaning of Jesus: Two Visions</i>, Harper, (1999) ISBN:9780061285547 - see especially p. 9-11 on worldviews and p. 31f. on the mission and teaching of Jesus.</p>	<p>Informal assessments of the summaries produced in the activity opposite.</p>	<p>A useful way to deepen student comprehension of these scholars is to simply do a YouTube search on N.T. Wright, John Dominic Crossan or <i>'Wright and Crossan'</i> and to look into the many interviews and debates that can be found on this platform.</p>
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	<p>Wright: Jesus the true Messiah; critical realism; texts as ‘the articulation of worldviews’; seeks to find the best explanation for the traditions found in the Gospels.</p>				
8.	<ul style="list-style-type: none"> •The validity of using critical realism to understand Jesus. •The validity of using apocryphal gospels to understand Jesus. 	<p>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</p>	<p>Barker, Greg, <i>‘WJEC/Eduqas Religious Studies for A Level Year 2 Christianity’</i>, Illuminate Publishing, ISBN: 9781911208365, p.45-48.</p> <p>Students may discern AO2 points of debate by examining the AO1 material provided by p.5 of this Examiners' report document from the WJEC (2018)</p>	<p>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> <p>Tell students that they can draw upon activities done in the previous</p>	<p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>

		point, support for the point with evidence or examples, a counterpoint and a mini-conclusion.		sessions for their timed areas in the next session.	
9.	Timed essays on Theme 1	<p>Ask students to write an A01 response examining how the New Testament Canon was established.</p> <p>Also, have students write an AO2 response in the area evaluating the value of the Kerygma of Acts 2-3 for Christians today.</p>	Eduqas' Sample Assessment Materials can be used to create and assess timed Essay questions. See here . (see especially p.15-16 for the value of the Kerygma).	Formal assessment of the timed essay.	Revision in advance of the lesson.

Theme 2: Significant historical developments in religious thought

A. Challenges from secularisation.

10.	The conflicting religious and non-religious views on Christianity in the UK (the value of Christian faith schools; whether the UK can be called a 'Christian country')	(i) Take a poll or organise a debate with the students on the subject of the UK as a Christian country. Students are asked to support their views with evidence. (ii) Ask students to read this article or this article defending faith schools and ask them to identify 'points of attack' – if they were going to take an opposing viewpoint, what arguments would they use – and why?	Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i> , Illuminate Publishing, ISBN: 9781911208365, p. 90-94. British Religion in Numbers – a useful database of relevant statistics for this subtheme. Office of National Statistics on Religion in the United Kingdom Article on secularisation in 'Challenging Issues' with a number of relevant examples. Woolf Institute, Cambridge report on the state of religion in the United Kingdom Humanists UK on the Faith Schools debate. A Guardian piece on faith-schools .	Informal assessment of (i) the quality of support given to key debate points in activity (ii) and to the relevance of points of attach in activity.	Students who are keen to deepen their knowledge of this area by reading this article on the rise of no religion by Linda Whitehead (note: this is quite an advanced article but is focussed on this area of the Specification.)
11.	Beliefs conflicting with laws of the country; perceived challenges to Christianity (decline of role and	Students work in groups to find, research and make a short presentation on an issue where Christian beliefs, attitudes or	Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i> , Illuminate Publishing, ISBN: 9781911208365, p. 95-97. An article covering the banning of the Lord's	Informally assess student presentations for accuracy and relevance to this part of the	Students can grasp this area more deeply by reading the first chapter of Copson, Andrew,

	<p>status of Christianity; reduced impact in public life; restricted religious liberty).</p>	<p>practices has conflicted with the law or public expectations.</p>	<p>prayer advert in cinemas.</p> <p>David Cameron Calls Britain a Christian Country.</p> <p>Summary of recent cases of conflict between law and religion in the UK (see 'recent posts')</p> <p>Article covering the Nadia Eweida case (wearing crucifix at work) and other cases.</p> <p>Spencer, Nick, <i>The Evolution of the West: How Christianity has shaped our values</i>, SPCK, (2016) ISBN 281075201.</p>	<p>specification. Also, draw out for the students the implication for the cases they have presented for the future of Christianity in UK public space.</p>	<p><i>Secularism: Politics, Religion, and Freedom</i>, OUP, (2017), ISBN:0198809131.</p>
12.	<ul style="list-style-type: none"> • The effectiveness of the Christian response to the challenge of secularism. • The extent to which the UK can be called a Christian country. 	<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 21.</p>	<p>Barker, Greg, '<i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>', Illuminate Publishing, ISBN: 9781911208365, p. 99-102.</p> <p>BBC News: "Eight arguments about whether the UK is a Christian country".</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take this 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>

Theme 2: Significant historical developments in religious thought

B. Challenges from science.

13.	Richard Dawkins' and Alister McGrath's contrasting views on the relationship between religion and science, and the nature of proof; the limits of science; the 'God of the gaps' argument.	Ask students to find and create a variety of definitions of the terms 'religion' and 'science' – collect these, and then ask students to note which definitions are more or less 'faith friendly' – this will lead into your presentation on how Dawkins and McGrath use these terms.	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, ISBN: 9781911208365, p.104-110.</p> <p>This Eduqas digital resource focuses upon constructing an effective answer, develops an explanation of Dawkins approach to Christian faith which is helpful for this subtheme</p> <p>Video of McGrath on Science (note you can search 'Alister McGrath science' on YouTube to find more or go to this site.)</p> <p>Article by Alister McGrath on Science</p> <p>Relevant article by McGrath on science and method – with a critique of New Atheist method</p> <p>Brief summary of McGrath on 'religion and violence'</p> <p>There are many examples of Dawkins speaking about religion on YouTube. This presents an extended discussion by Dawkins in this documentary.</p> <p>Positive review of 'The Dawkins Delusion'</p> <p>Online extract from chapter one of The God Delusion</p> <p>Dawkins article on the improbability of God.</p>	Ask students to read this article and then define 'God of the Gaps' in 3-5 sentences. Informally assess these.	This debate on YouTube between Dawkins and McGrath covers almost this entire subtheme.
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14.	<ul style="list-style-type: none"> • The extent to which a scientist must be an atheist. • Whether science has reduced the role of God in Christianity. 	<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.</p> <p>Each group will be dedicated to one issue – but share their results with the other groups.</p> <p>They will develop paragraphs for some of these</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, ISBN: 9781911208365, p. 112-115.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take these 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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		<p>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 in which strengths and weaknesses are weighed up</p>			
15.	<p>Feedback from Timed Essays (lesson 9) and revision for next timed essays.</p>	<p>Offer feedback from lesson 9. Share both good practice and general areas for improvement.</p> <p>You will find general comments from the Eduqas</p>	<p>Select resources from those mentioned in this theme to support the essay areas you have chosen for their next timed essays.</p>	<p>Ask students to begin one of the suggested timed essays in class and informally assess some of the paragraphs produced, explaining how they</p>	<p>Preparation for timed essays.</p>

		<p><u>examiners' report</u> helpful and <u>WJEC</u>) In preparation for their next timed essays 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 these three sub-themes. (see format above) For example, examining how laws and attitudes in UK culture may be perceived by Christians as a challenge their beliefs and practices for an AO1</p>		<p>exemplify (or not) good practice observed from the previous set of timed essays.</p>	
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		response and evaluating the extent to which one could be both a religious pluralist and a Christian for an AO2 response.			
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Theme 2: Significant historical developments in religious thought

C: Challenges from pluralism and diversity within a tradition.

16.	Difference between religious pluralism and tolerance of religious diversity; the exclusivist and inclusivist views expressed in the Christian Bible (Deut 6:5; Joshua 23:16; John 14:6; Acts 4:12); the contribution of John Hick and Karl Rahner to Christian inclusivism (and the difference between their positions); the differences between	<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, and how they may be interpreted exclusivistic. Then, discuss with them any possibilities for taking these verses in any way other than an exclusivistic way.</p> <p>Activity 2: Ask students to make a list of</p>	<p>Barker, Greg, <i>‘WJEC/Eduqas Religious Studies for A Level Year 2 Christianity’</i>, Illuminate Publishing, Textbook, p. 117-125.</p> <p>Download the texts for study from Biblegateway.com (suggest the NRSV version), copy and distribute to class.</p> <p>For an Eduqas lesson and activities on Pluralism/Inclusivism go to this CPD document and then find AS/A Level Religious CPD Materials 2018-19 – download this and then go to Delegates-Booklets-Christianity For an Eduqas lesson and activities on and then look at pages 32-37.</p> <p>17 Videos of John Hick can be found at the foot of this page.</p> <p>Video of Karen Kilby introducing Karl Rahner – see 6.00min following for anonymous Christianity</p> <p>Relevant introduction to Exclusivism, Inclusivism and Pluralism.</p> <p>Introduction to the theology of religions – a light touch.</p>	<p>Informally quiz students as to the difference between religious pluralism and Christian universalism. One way to do this is to have them work in groups to create a list of differences.</p>	<p>Students and teachers can deepen their understanding of this area through these two texts:</p> <p>Hick, John, -The Rainbow of Faiths: Critical Dialogues on Religious Pluralism, SCM Press, (2009), ISBN:0334026083 and Kilby, Karen, <i>Karl Rahner: A Brief Introduction</i>, SPCK, (2007), ISBN:0281058426</p>
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	<p>Christian universalism and pluralistic universalism.</p>	<p>key points from both Hick and Rahner – but to rank them – placing the ones they like most at the top. Then, have a discussion in which they need to justify their ranking.</p>	<p>John Hick questions if Christianity is the only true religion.</p> <p>An in depth article by Hick on the subject of religious pluralism and salvation. http://wri.leaderu.com/theology/hick.html A thorough introduction to John Hick’s Pluralistic Hypothesis. This interesting journalistic piece compares Pope Francis’ approach to atheists with Rahner’s ‘anonymous Christians’ Accessible introduction to Karl Rahner</p> <p>What is the Catholic teaching of "Anonymous Christianity"? A short academic article about Rahner’s anonymous Christian approach</p> <p>An in depth article on exclusivism, inclusivism and pluralism</p> <p>On the inclusivistic statement, Nostra Aetate</p> <p>The Statement from Vatican II on the world’s religions: Nostra Aetate</p>		
17.	<ul style="list-style-type: none"> • The extent to which it is possible to be both a 	<p>Students will make each of these issues a question by turning the</p>	<p>Barker, Greg, <i>‘WJEC/Eduqas Religious Studies for A Level Year 2 Christianity’</i>, Illuminate Publishing, Textbook, p. 89-91.</p> <p>Students can find points to develop, questions to</p>	<p>Choose a few paragraphs from the activity as examples of good practice.</p>	<p>Complete the activity at home by completing at least three developed points for each issue along with a brief introduction</p>

	<p>committed Christian and a religious pluralist.</p> <ul style="list-style-type: none"> • The extent to which the Christian Bible promotes exclusivism. 	<p>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 21.</p>	<p>address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p> <p>You will find ample criticism of Rahner's ideas in the textbook (through Hick's reaction to inclusivism). To supplement criticism of Hick's pluralism, you can use:</p> <p>An article by Stephen Prothero critical of pluralism</p> <p>Relevant criticism of Hick's ideas at the end of this article.</p>	<p>Students can take images of these and take these home to use in drafting a full response</p>	<p>and reasoned conclusion</p>
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Theme 3: Significant social developments in religious thought

A: Attitudes towards wealth

19.	The dangers of wealth (with reference to Mark 10:17-25; Matthew 6:25-34; Luke 12:33-34, 1 Timothy 6:10);	<p>(i) Take a simple poll of students on what they think of the position taken by</p> <p>(a) Jesus and (b) Christianity is to material wealth.</p> <p>(ii) Have students then construct their own table of the Biblical passages along with a description of each</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, ISBN: 9781911208365, p. 50-53.</p> <p>For comment on specific Bible passages in the specification you can use the Illuminate textbook.</p> <p>To enrich this area, see:</p> <p>Blomberg, C., <i>Christians in an Age of Wealth: A Biblical Theology of Stewardship</i>, Zondervan, (2013), ISBN:031031898X</p> <p>Ronald J. Sider, <i>Rich Christians in an Age of Hunger: Moving from Affluence to Generosity</i>, Thomas Nelson, (2015), ISBN:0718037048.</p> <p>Also, there are numerous academic Christianity and Bible Encyclopaedias and resources containing short articles on 'Asceticism', 'Stewardship', 'Tithe/tithing', 'word-faith movement'</p>	<p>Give an informal test, reading the Bible passages and asking (i) if it is from the Gospels or not (ii) and reading parts of passages and asking students write down the missing parts.</p> <p>You can also ask students to write down their own summary of the 'net impact' of these passages and then these can be peer assessed.</p>	<p>Students can develop this area by watching this video https://www.youtube.com/watch?v=QU8-CKfQIH0 and noting the Biblical facts cited and the implications for this thinker of these facts. The entire lecture can be seen here: http://www.veritas.org/the-american-dream-money-god-and-the-pursuit-of-happiness/</p>
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		<p>passage in their own words and an outline of issues raised by that passage.</p>	<p>and 'Prosperity Gospel'.</p> <p>One example is 'Asceticism' in F. L. Cross and E. A. Livingstone eds., Oxford Dictionary of the Christian Church, OUP, (2005), ISBN:9780192802903, p.114-115.</p>		
20.	<p>The apparent contradiction between biblical teaching on stewardship and the ascetic ideal; the prosperity gospel of the Word-Faith movement.</p>	<p>One concept that will 'unlock' this section of the specification is 'asceticism' – have students discover a definition to this word and then work together to list as many examples of Christian asceticism as possible.</p>	<p>Barker, Greg, 'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity', Illuminate Publishing, ISBN: 9781911208365, p. 53-56.</p> <p>Here is a solid introduction to the 'Prosperity Gospel' – 'Word-Faith' movement</p> <p>See this page – especially the embedded video – for an overview of the concept of stewardship.</p> <p>An article explaining and denouncing the World Faith movement from a Christian point of view.</p> <p>Here is an explanation of the history of stewardship from the University of Exeter</p>	<p>Hold a class debate on the issue 'A true Christian MUST be an ascetic.'</p> <p>From this debate feed back to the students the key issues that can inform an AO2 understanding of this subject. You can relate the subject of 'stewardship' to asceticism as you do so.</p>	<p>Students can deepen their view of this area by reading this evangelic criticism of the 'Prosperity Gospel/word-faith movement'</p>

			<p>Craig Blomberg, short video: 'Christians in an Age of Wealth'</p> <p>An video explanation and critical view of The Word of Faith movement</p>		
21.	<ul style="list-style-type: none"> • The extent to which wealth is a sign of God's blessing. • Whether the ascetic ideal is compatible with Christianity. 	<p>Students work in groups which will create and develop points which respond to each of the two issues.</p> <p>Each group will be dedicated to one issue – but share their results with the other groups.</p> <p>They will develop paragraphs for some of these</p>	<p>Barker, Greg, '<i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>', Illuminate Publishing, ISBN: 9781911208365, Textbook, p. 58-61.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>Assess student paragraphs informally as the session proceeds. When the paragraphs are in good shape, they can be photographed by all students and taken home to help create a draft essay</p>	<p>Completion of essay responses that were begun in class.</p>

		<p>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 in which strengths and weaknesses are weighed up.</p>			
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B. Migration and Christianity in the UK

22.	The challenges of Christian migration to the UK, with reference to assimilation, provision of worship, style of worship and issues of culture. The reverse mission movement to the UK.	Form students into groups and ask each group to list the major difficulties a Christian immigrant to the UK would face if trying to develop their faith. Then, have groups list pros and cons for an immigrant joining an immigrant-based Church community vs. an established 'indigenous' Church community.	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, ISBN: 9781911208365, Textbook, pp. 63-68 This is a very important report by Bishops of the Catholic Church in England and Wales providing theoretical and practical guidance on incorporating immigrants into the worshipping community.</p> <p>This study of new churches in the North East of England shows that many congregations are composed of immigrant Christians.</p> <p>Important reflection from the Church of England on the Christian reasons to embrace immigrants.</p> <p>Black majority churches in the UK</p> <p>An article on Reverse missionaries and UK Churches</p> <p>Informed reflection on reverse mission</p>	Have a debate on the topic 'It is positive for reverse missionaries remind Britain of its Christian Roots.' Then informally assess the debate by noting key arguments that students can develop for evaluative issues in (23) below.	Students can deepen their knowledge of this area by watching these BBC documentaries on reverse missions. Episode 1 and Episode 2 . This can also be found on YouTube .
23.	<ul style="list-style-type: none"> The extent to which the UK is a modern mission field. 	Students work in groups which will create and develop points which respond to each of the two issues. Each group will	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, ISBN: 9781911208365, p.70-73.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A</p>	Informal assessment of the summaries produced by students in the activity for this	Students can take home the summaries they have produced and use these to

	<ul style="list-style-type: none"> The relative ease of assimilation of Christian migrants into Christian churches in the UK. 	<p>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.</p>	<p>level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>section</p>	<p>create focussed responses to each issue.</p>
24.	<p>Feedback from Timed Essays (lesson 18 and revision for next timed essays.</p>	<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 Edugas and WJEC</p> <p>In preparation for their next Timed essays (Lesson 27) ask students as individuals or groups to prepare model paragraphs</p>	<p>Select resources from those mentioned in this theme to support the essay areas you have chosen for their next timed essays.</p>	<p>Assess the model paragraphs in class, ask students to take pictures of strong paragraphs which they can use as a part of further preparation for their timed essays.</p>	<p>Preparation for timed essays.</p>

		which develop points for one AO1 area and one AO2 area. Of your choice from Theme 3A-C For example, a response which (i) explains the dangers of wealth according to the Bible and (ii) a response to issue of the extent to which the UK is a modern mission field			
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C: Feminist Theology and the changing role of men and women

<p>25.</p>	<p>The contribution of Mary Daly and Rosemary Radford Ruether to feminist theology. The changing role of men and women with reference to the issue of the ordination of women priests and bishops; the impact on the lives of believers and communities within Christianity today.</p>	<p>(i) Students have 2 minutes to list examples that illustrate perceptions of gender in Christianity (positive or negative).</p> <p>(ii) Then, have students read this obituary of Mary Daly and give a list of reasons why and she might and might not be considered heroic.</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, ISBN: 9781911208365, p. 75-83.</p> <p>Daly, Mary, <i>Beyond God the Father: Toward a Philosophy of Women's Liberation</i>, Beacon Press, (2015, or older edition), ISBN:0807015229.</p> <p>Ruether, Rosemary Radford, <i>Sexism and God-talk: Toward a Feminist Theology: with a New Introduction</i>, SCM Press, (2010), ISBN:0334028779 and links for Rosemary Radford Ruether. Link 1 and Link 2.</p> <p>Introduction to Rosemary Radford Ruether</p> <p>Relevant quotes by Rosemary Radford Ruether can be found here.</p> <p>Information and links for Mary Daly</p> <p>A documentary on the issue of ordination.</p> <p>An article on women in the Catholic Church since Vatican II</p> <p>An article on the history of women in the church</p> <p>Westminster Faith Debates: Is it right for religions</p>	<p>create a simple quiz on key moments in the ordination of women in the Church of England and elsewhere (you can draw from blogs such as this.)</p> <p>The positions of Rosemary Radford Ruether and Mary Daly overlap; ensure that students know the differences by asking them to come up with these based on their reading of the textbook – informally assess their views in class.</p>	<p>Students can explore these subjects more deeply by watching the Westminster Faith Debates or by delving into any of the links provided in the resources column.</p>
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			to treat men and women differently?" Short article by Rosemary Radford Ruether on the definition of feminism Britannica article on Mary Daly.		
26.	<ul style="list-style-type: none"> • Whether men and women are equal in Christianity. • The extent to which feminist theology impacts modern Christian practice. 	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 21.	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, ISBN: 9781911208365, p. 85-88</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>Choose a few paragraphs from the activity as examples of good practice.</p> <p>Students can take images of these and take these home to use in drafting a full response.</p>	Complete the activity at home by completing at least three developed points for each issue along with a brief introduction and reasoned conclusion.
27.	Timed Essays	<p>Ask students write an AO1 response which explains the dangers of wealth according to the Bible</p> <p>Get students to write a response for an AO2 issue: the extent to which the UK is a modern mission field</p>	<p>Share with students general tips and insights on strong and weak AO1 and AO2 responses as given out on in the developing skills booklet given out during the 2017 CPDs:</p> <p>http://cpd.download.wjec.co.uk/eduqas/wave2-2016/religious-studies/as-a-level/eduqas-as-a-rs-cpd-2017-18.zip</p>	Formal assessment of the timed essays.	Revision in advance of the lesson.

Theme 4: Religious practices that shape religious identity

A: Religious identity through unification

<p>28.</p>	<p>The development of the Ecumenical Movement since 1910 (World Missionary Conference); the World Council of Churches, its rationale, its mission and its work in three main areas: Unity, Mission, and Ecumenical Relations; Public Witness and Diakonia; and Ecumenical Formation.</p>	<p>Activity 1: Ask your students to watch this video on Ecumenism and then write out their own definition of 'ecumenism'.</p> <p>Activity 2: In separate groups, students are given a part of the WCC website to explore (Unity, mission, or ecumenical relations) and then report their findings.</p>	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, Textbook, p. 132-139.</p> <p>For a lesson on Unification-WCC go to this CPD resource page and then find AS/A CPD Resources 2018-19 Then go to the Delegates-booklets-Christianity see pages 38-43.</p> <p>An Eduqas digital resource designed to develop AO1 knowledge and understanding of the history of the ecumenical movement.</p> <p>An accompanying Eduqas PDF document with further AO1 insights.</p> <p>A video introduction to the World Council of Churches</p> <p>An Eduqas AO2 resource to help develop arguments for each of the issues areas related to ecumenism.</p> <p>An accompanying Eduqas PDF resource with further AO2 insights.</p> <p>A power-point summary on the Eduqas Sharespace of some key Roman Catholic ecumenical documents.</p>	<p>Once students are familiar with this area, and what the textbook has to say about tensions in the W.C.C., quiz them on the tensions that exist in the W.C.C. You will want them to bring out tensions between the W.C.C and the Roman Catholic Church (RCC), Orthodox and issues for more</p>	<p>Students can deepen their knowledge by reading all or part of: Steven R. Harmon, <i>Ecumenism Means You, Too: Ordinary Christians and the Quest for Christian Unity</i> Cascade Books, (2010) ISBN:1606088653</p>
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			<p>The World Council of Churches website is probably the single most important resource for this section, providing an overview of the history and activities of the World Council of Churches. See also the relationship between the RCC and the WCC</p> <p>The 1928 Catholic statement critical of the ecumenical movement</p> <p>Landmark 1964 Roman Catholic statement on ecumenism.</p> <p>A more sober view of ecumenism and Unitatis Redintegratio from Pope John Paul II in 1995.</p>	<p>conservative evangelical churches with the W.C.C.</p>	
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29.	<ul style="list-style-type: none"> • Whether the work of the World Council of Churches can be viewed as a success or a failure. • The extent to which the non-membership of the Roman Catholic Church affects the aims of the World Council of Churches. 	<p>Students can brainstorm as many areas they can think of where there are disagreements over the nature of Baptism amongst churches. Then ask them to suggest possible exam questions. Following this, choose two questions with them that represent each of the two bullet point areas for evaluation on the specification. Ask the groups to work on developing particular points in paragraph form as outlined in lesson 21.</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, Textbook, p. 141-144.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take these 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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B: Religious identity through religious experience

<p>30.</p>	<p>The development of the Charismatic Movement post-1960; main beliefs; implications for Christian practice in the experience of believers and Christian communities; philosophical challenges to charismatic experience (verification and natural explanation).</p>	<p>Activity 1: Students watch this news report and create reasons for and against the authenticity of these experiences.</p> <p>Activity 2: Students watch the first few minutes of this testimony of a 'gift of the spirit' and list as many differences they can think of between this charismatic experience rather than a non-charismatic traditional Christian worship experience.</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, Textbook, p. 146-156.</p> <p>Nightline report on the 'science' of speaking in tongues.</p> <p>A 6 year old girl shares that she has interpreted the use of tongues.</p> <p>An article on the Eduqas Sharespace which introduces the charismatic movement</p> <p>A PEW research study on the number of charismatic Christians.</p> <p>A website with resources describing Catholic charismatic renewal.</p> <p>An article summarising the Charismatic movement (note: subscription needed for full download).</p> <p>The status of the charismatic movement in Protestant Christianity</p>	<p>At the end of the lesson give students an informal quiz in which they have to create (or choose correct) definitions for</p> <ul style="list-style-type: none"> -charismatic movement - Pentecostalism -gifts of the spirit -prophecy -glossalalia -charismatic healing -neo-Pentecostalism -the Renewal Movement <p>(and any other key work you think would be helpful for them to know)</p> <p>– you can reflect on</p>	<p>Students who are interested in this area can review all of the resources listed in this section. They can also consult Anderson, Allan Heaton, <i>An Introduction to Pentecostalism: Second Edition</i>, University of Cambridge Press, (2013), ISBN:1107660947 – though the focus is on 'Pentecostalism'</p>
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			<p>An article introducing the charismatic movement.</p> <p>History of Pentecostalism in the UK</p> <p>An interesting, but superficial piece contrasting lively charismatic congregations in the UK with Church of England church closures.</p> <p>An old, but relevant psychiatric study of the phenomenon of speaking in tongues.</p> <p>An article by William Kay on how the growth of the Charismatic movement challenges the secularisation thesis.</p>	<p>areas of good practice with their definitions.</p>	
31.	<ul style="list-style-type: none"> • The strengths and weaknesses of the Charismatic Movement. • Whether a natural explanation for charismatic experiences conflicts with 	<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>	<p>Barker, Greg, <i>'WJEC/Eduqas Religious Studies for A Level Year 2 Christianity'</i>, Illuminate Publishing, Textbook, p. 158-162.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p> <p>Students can find points to develop for an AO1 and or an AO2 question in this Eduqas 2018 Mark Scheme, p. 19-21 and</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take these 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>

	the religious value of the experience.		on p. 10 of this WJEC 2018 Mark Scheme .		
32.	Feedback from Timed Essays (lesson 27) and revision for next timed essays.	<p>Provide feedback from lesson 27. Share both good practice and general areas for improvement.</p> <p>You will find general comments from the examiners' reports useful - Edugas and WJEC in preparing students for their next timed essays (Lesson 35).</p> <p>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 these three sub-themes.</p> <p>For example, a response to</p> <p>(i) examining the development of the ecumenical movement since 1910</p> <p>and</p> <p>(ii) a response to the issue of the extent to which the charismatic</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, get your students take pictures of strong paragraphs which they can use as a part of further preparation for their timed essays.	Preparation for timed essays.

		movement has strengthened/weakened Christianity.			
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C: Religious identity through responses to poverty and injustice

33.	<p>The basis (political, ethical and religious) of South American liberation theology with reference to Gustavo Gutierrez and Leonardo Boff; Roman Catholic Church responses to South American liberation theology.</p>	<p>Activity 1: ask students to define the Christian term salvation. Then, after introducing this subtheme, ask them to define the term (i) in a manner which would support the concerns of liberation theology and (ii) in a manner which might not. You can connect their work to justifications and criticisms of liberation theology.</p> <p>Activity 2: Ask students to watch a few minutes of this video and then summarise why/why not Christianity is 'radical'</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, Textbook, p. 164-173.</p> <p>This is a Eduqas digital resource AO1 exercise on Gustavo Gutiérrez.</p> <p>The Eduqas PDF handout to complement the activity above.</p> <p>A short video of Gustavo Gutiérrez on Liberation theology.</p> <p>Information on Gustavo Gutiérrez.</p> <p>An article by Boff on Pope Francis.</p> <p>A documentary on Leonardo Boff.</p> <p>A short article by Leonardo Boff on Capitalism.</p> <p>The Eduqas digital resource AO2 activity on Church criticism of liberation theology.</p> <p>The Eduqas PDF handout to</p>	<p>Ask students to work in groups, with some groups identifying (i) Vatican criticisms of Liberation Theology and other groups (ii) Liberation theology criticisms of the Vatican.</p> <p>Informally assess their work, noting instances where points have been backed up well.</p>	<p>Students who wish to go deeper in this area can consult McGovern, Arthur F, <i>Liberation Theology and its Critics: Toward an Assessment</i>, Wipf & Stock, (2009), ISBN:1606088939.</p>
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			<p>complement the activity above.</p> <p>An article on the murder of priests (and a follow up) in El Salvador, 1989.</p> <p>Lecture on Pope' Francis' relationship with Liberation Theology (lecture begins at 2:55 mins).</p> <p>Information on Gustavo Gutiérrez.</p> <p>Important Guardian article on a change of attitude at the Vatican towards liberation theology.</p> <p>Overview of Latin American Bishops' reception of Liberation Theology</p> <p>Study of a key moment in the Latin American Church when Liberation Theology was formally embraced.</p> <p>A short article by Leonardo Boff on Capitalism</p> <p>An article explaining the preferential option for the poor.</p>		
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			<p>1984 Criticism of Liberation Theology from Cardinal Joseph Ratzinger (who became Pope Benedict XVI).</p> <p>Cardinal Óscar Rodríguez Maradiaga criticises violence in liberation theology and praises Romero.</p>		
34.	<ul style="list-style-type: none"> • Whether the political and ethical foundations of liberation theology are more important than any religious foundations. • The extent to which liberation theology offered a cultural challenge to the Roman Catholic Church. 	<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 will develop two full paragraphs that could be used in a response. These paragraphs can follow the format suggested in Lesson 21.</p>	<p>Barker, Greg, <i>WJEC/Eduqas Religious Studies for A Level Year 2 Christianity</i>, Illuminate Publishing, p. 175-179.</p> <p>Students can find points to develop, questions to address, and conclusions to reach in this Eduqas A level Christianity AO2 resource which covers each evaluative point in Year 2 Christianity.</p>	<p>Choose a few paragraphs from the activity as examples of good practice. Students can take images of these and take these 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>

35.	Timed Essays	Have students write a response to (i) examining the development of the ecumenical movement since 1910 and (ii) a response to the issue of the extent to which the charismatic movement has strengthened/weakened Christianity.	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.
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