

RELIGIOUS STUDIES



ALDER
Community High School

YEAR 11 GCSE AQA (8062)

Component 2: Theme E: Religion, Crime and Punishment		
Autumn 1	Knowledge	Key Vocabulary
	<ul style="list-style-type: none"> • To know that good and evil intentions and actions are often relative, and that intention can shape our attitude towards actions, sometimes even leading to negative actions being perceived as having positive reasons. • To know that various factors contribute to crime, including poverty, upbringing, mental illness, addiction, greed, hate, and even opposition to an unjust law. • To know that the concept of "evil" can be applied to criminal acts, and students will categorise crimes based on their perceived level of "wrong" or "evil." • To know that attitudes towards lawbreakers vary significantly, influenced by religious and secular perspectives, the type of crime committed, and the reasons behind it. • To know that specific types of crime, such as hate crimes, theft, and murder, have different levels of perceived severity and distinct religious attitudes associated with them. • To know that the main aims of punishment are retribution (getting even), deterrence (discouraging future crime), and reformation (changing offender behaviour), and religious views exist for each aim. • To know that the treatment of criminals in prisons, including their rights and the concept of prison reform, is viewed differently across various religious perspectives. • To know that corporal punishment (physical punishment) is a form of punishment used globally, though illegal in the UK, with contrasting religious views on its acceptability and effectiveness. • To know that community service is a punishment in the UK, and religious attitudes consider its impact and whether it effectively meets the aims of punishment. • To know that the death penalty (capital punishment) is a highly debated punishment, with arguments for it (often based on retribution and religious teachings like "an eye for an eye") and arguments against it (citing permanence, risk of error, and bias), which are explored through ethical principles and the work of anti-death penalty organizations like Amnesty International. 	<ul style="list-style-type: none"> • Addiction • Community service • Corporal punishment • Crime • Death penalty • Deterrence • Evil intentions • Forgiveness • Greed • Hate crime • Prison • Law • Mental illness • Murder • Poverty • Principle of utility • Reformation • Retribution • Sanctity of life • Theft • Unjust law • Upbringing



Component 2: Theme C: The Existence of God and Revelation		
Autumn 2	Knowledge	Key Vocabulary
	<ul style="list-style-type: none">• To know that the Design Argument presents evidence from the natural world (like the intricacy of the eye) to suggest God's existence, along with its strengths and weaknesses.• To know that the First Cause Argument proposes that everything has a cause, leading to the idea of an uncaused first cause, often identified as God.• To know that the Argument from Miracles uses examples from Christianity (e.g., Feeding of the Five Thousand) and other faiths to suggest divine intervention and, therefore, God's existence.• To know that the problem of evil and suffering questions God's existence by arguing that a benevolent and omnipotent God shouldn't allow evil to exist.• To know that religious people use "theodicies" (like free will or the existence of the Devil) to defend God's existence in the face of evil and suffering.• To know that scientific theories, such as the Big Bang and Evolution, are sometimes presented as arguments against God's role as creator.• To know that special revelation, including visions (e.g., St. Bernadette), is a way some believe God reveals Himself, providing insights into His nature (omnipotent, omniscient, personal, impersonal, immanent, transcendent).• To know that enlightenment, particularly in traditions like Buddhism (the Buddha) and Hinduism (Moksha), offers a path to knowledge about the divine.• To know that general revelation suggests that God can be known through nature, observing its order, beauty, and intricacy.• To know that scripture from various religious traditions is considered a source of knowledge about God and His characteristics.	<ul style="list-style-type: none">• Design argument• Enlightenment• Evil• First cause argument• General revelation• Immanent• Impersonal• Miracle• Omniscient• Omnipotent• Personal• Revelation• Science• Special revelation• Suffering• Transcendent• Ultimate reality• Vision



Component 2: Theme A: Relationships and Families

Spring 1

Knowledge

- To know that human sexuality is diverse, including **heterosexual** and **homosexual relationships**, and that societal attitudes towards these have changed significantly over time (e.g., legalisation of homosexual relationships and same-sex marriage in the UK).
- To know that various **religious teachings and attitudes** exist regarding **human sexuality** and sexual relationships both before and outside of marriage.
- To know that religions hold different views on **contraception and family planning**, with some approving certain methods and others having reservations.
- To know that **marriage** has a specific **nature and purpose** in different religions, often emphasizing commitment, responsibility, and faithfulness, with expectations varying between cultures (e.g., "love" marriages vs. arranged marriages).
- To know that **cohabitation** (living together without marriage) is viewed differently by religions, and there are contrasting religious attitudes towards **same-sex marriage**.
- To know that **divorce** is the legal ending of a marriage, with various reasons for its occurrence and significant impacts on families, and that religions have differing attitudes and teachings on divorce and remarriage.
- To know that ethical arguments surrounding divorce often consider the **sanctity of marriage vows** versus **compassion** for individuals in difficult situations.
- To know that the nature of **families** has evolved, including definitions of **nuclear** and **extended families**, and that religions teach about the purpose of families, including **procreation, stability, protection, and faith education** for children.
- To know that contemporary family issues include **same-sex parents** and **polygamy**, and religions hold specific views and responses to these structures.
- To know that religious teachings, beliefs, and attitudes exist regarding the **roles of men and women** within families and society, as well as issues of **gender equality, prejudice, and discrimination**.

Key Vocabulary

- Cohabitation
- Compassion
- Contraception
- Divorce
- Extended family
- Family planning
- Gender discrimination
- Gender equality
- Gender prejudice
- Heterosexuality
- Homosexuality
- Nuclear family
- Polygamy
- Procreation
- Remarriage
- Vows



Component 2: Theme B: Religion and Life

Spring 2 and Summer 1

Knowledge

- To know that scientific theories, such as the **Big Bang theory**, explain the origin of the universe, with evidence like the **Red Shift** and **Cosmic Microwave Background Radiation (CMBR)**.
- To know that the theory of **evolution** explains the origins of human life through concepts like natural selection, survival of the fittest, and mutation.
- To know that religious teachings about creation, found in scriptures like Genesis, offer different accounts and interpretations of the universe's and human life's origins.
- To know that scientific and religious views on origins can be seen as either **incompatible** (contradictory) or **compatible** (asking different questions or interpreted metaphorically).
- To know that religious teachings emphasize the **value of the world** and humans' **duty to protect it**, expressed through concepts like **stewardship, dominion, responsibility**, and **awe and wonder**.
- To know that religious beliefs apply to environmental issues, influencing attitudes towards the use of **natural resources and pollution**.
- To know that religious teachings also inform attitudes towards the use and abuse of animals, including **animal experimentation** and the **use of animals for food**, with contrasting views within and between faiths.
- To know that the concepts of **sanctity of life** (all life is sacred) and **quality of life** (life's value based on its condition) often conflict, especially in ethical dilemmas.
- To know that **religious teachings and beliefs** about **abortion** vary widely, considering factors like the mother's life at risk, and are interpreted with both absolute and relative approaches.
- To know that **religious teachings and beliefs** about **euthanasia** (active and passive) are also diverse, engaging with ethical questions about the right to die and the sanctity vs. quality of life debate, leading into discussions about **death and the afterlife** (resurrection, reincarnation, heaven, hell, judgment).

Key Vocabulary

- Abortion
- Afterlife
- Animal experimentation
- Awe and Wonder
- Big Bang Theory
- Death
- Dominion
- Environment
- Euthanasia
- Evolution
- Natural resources
- Pollution
- Quality of life
- Responsibility
- Sanctity of life
- Scientific
- Stewardship



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