



Subject		Religious Education		
Title/Topic		Format	Length	WC
Paper 1 – Christianity		1. 20 short questions 2. 1 complete (a and b section) essay	20 minutes 1 hour	5 December
Paper 2 – Religious Ethics		1. 20 short questions 2. 1 complete (a and b section) essay	20 minutes 1 hour	5 December
Paper 3 – Philosophy of Religion		1. 20 short questions 2. 1 complete (a and b section) essay	20 minutes 1 hour	5 December

My Advent assessment will test my knowledge on...

Christianity:

A. Jesus – his birth:

Consistency and credibility of the birth narratives (Matthew 1:18-2:23; Luke 1:26-2:40); harmonisation and redaction; interpretation and application of the birth narratives to the doctrine of the incarnation (substantial presence and the kenotic model).

B. Jesus – his resurrection:

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, with reference to Matthew 10:28; John 20-21; 1 Corinthians 15; Philippians 1:21-24.

C. The Bible as a source of wisdom and authority in daily life:

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).

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:

- The extent to which the birth narratives provide insight into the doctrine of the incarnation.
- The relative importance of redaction criticism for understanding the biblical birth narratives.
- The nature of the resurrected body.
- The historical reliability of the resurrection.
- 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.

Religious Ethics

A. Divine Command Theory:



God as the origin and regulator of morality; right or wrong as objective truths based on God's will/command, moral goodness is achieved by complying with divine command; divine command a requirement of God's omnipotence; divine command as an objective meta-physical foundation for morality.

Robert Adams' 'Modified Divine Command Theory' (divine command based on God's omnibenevolence).

Challenges: the Euthyphro dilemma (inspired by Plato); arbitrariness problem (divine command theory renders morality as purely arbitrary); pluralism objection (different religions claim different divine commands).

B. Virtue Theory:

Ethical system based on defining the personal qualities that make a person moral; the focus on a person's character rather than their specific actions; Aristotle's moral virtues (based on the deficiency; the excess and the mean); Jesus' teachings on virtues (the Beatitudes).

Challenges: virtues are not a practical guide to moral behaviour; issue of cultural relativism (ideas on the good virtues are not universal); virtues can be used for immoral acts.

C. Ethical Egoism:

Agent focused ethic based on self-interest as opposed to altruism; ethical theory that matches the moral agent's psychological state (psychological egoism); concentration on long term self-interests rather than short term interests; Max Stirner, is self-interest the root cause of every human action even if it appears altruistic?

Rejection of egoism for material gain; union of egoists.

Challenges: destruction of a community ethos; social injustices could occur as individuals put their own interests first; a form of bigotry (why is one moral agent more important than any other?).

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:

- Whether morality is what God commands.
- Whether being a good person is better than just doing good deeds.
- Whether Virtue Theory is useful when faced with a moral dilemma.
- The extent to which Ethical Egoism inevitably leads to moral evil.
- The extent to which all moral actions are motivated by self-interest.
- Whether one of Divine Command Theory, Virtue Theory or Ethical Egoism is superior to the other theories.

Philosophy of Religion

A. Inductive arguments – cosmological:

Inductive proofs; the concept of 'a posteriori'.

Cosmological argument: St Thomas Aquinas' first Three Ways - (motion or change; cause and effect; contingency and necessity).



The Kalam cosmological argument with reference to William Lane Craig (rejection of actual infinities and concept of personal creator).

B. Inductive arguments – teleological:

St Thomas Aquinas' Fifth Way - concept of governance; archer and arrow analogy.

William Paley's watchmaker - analogy of complex design.

F. R. Tennant's anthropic and aesthetic arguments - the universe specifically designed for intelligent human life.

C. Challenges to inductive arguments:

David Hume - empirical objections and critique of causes (cosmological).

David Hume - problems with analogies; rejection of traditional theistic claims: designer not necessarily God of classical theism; apprentice god; plurality of gods; absent god (teleological).

Alternative scientific explanations including Big Bang theory and Charles Darwin's theory of evolution by natural selection.

Issues for analysis and evaluation will be drawn from any aspect of the content above, such as:

- Whether inductive arguments for God's existence are persuasive.
- The extent to which the Kalam cosmological argument is convincing.
- The effectiveness of the cosmological/teleological argument for God's existence.
- Whether cosmological/teleological arguments for God's existence are persuasive in the 21st century.
- The effectiveness of the challenges to the cosmological/teleological argument for God's existence.
- Whether scientific explanations are more persuasive than philosophical explanations for the universe's existence.

What should I do to revise and prepare for this assessment?

To prepare for this assessment:

1. Review class notes and resources, checking your learning against specification points (above)
2. Use knowledge organisers to ensure that you have the essential facts available.
3. Take teacher-led opportunities to make sense of the assessment objectives and marking schemes.
4. Practice developing essential facts using evidence and analysis.

What useful websites/resources could I use to help me prepare?

Knowledge organisers (given by your teachers and online)

Your text books.

Your exercise books.