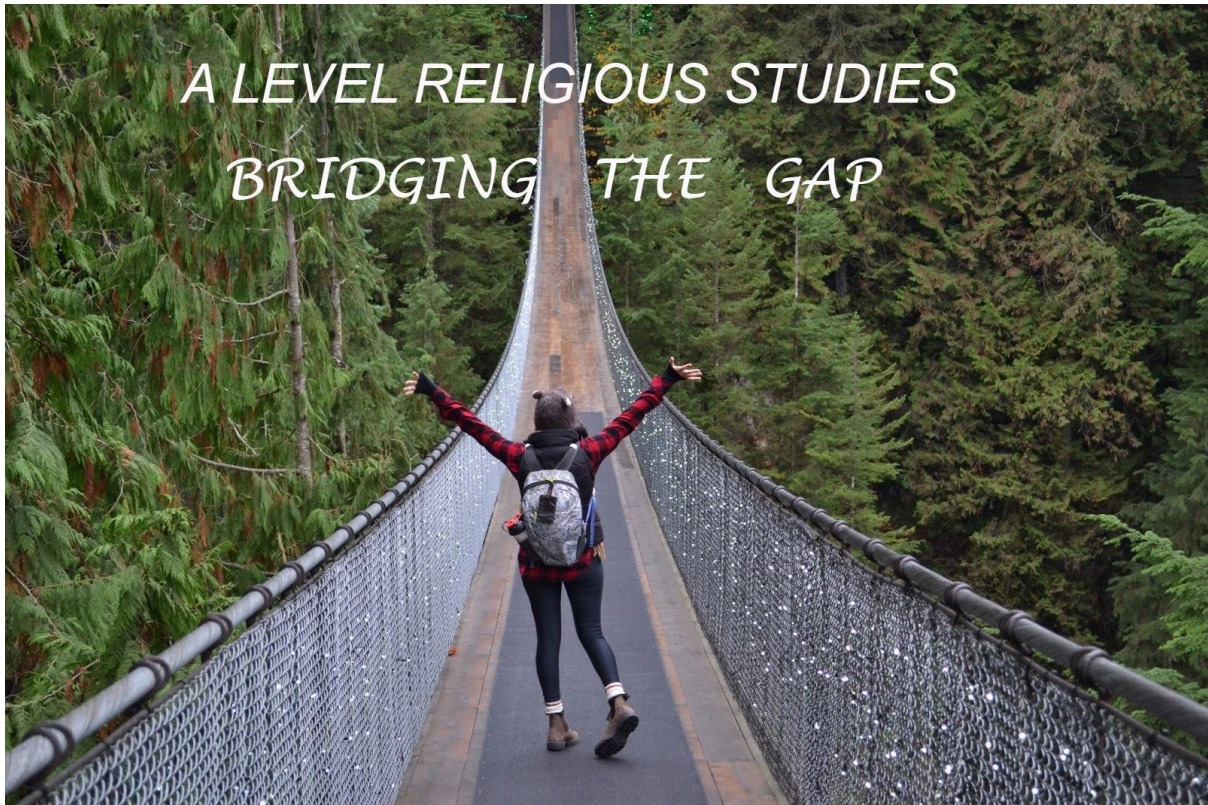




A LEVEL RELIGIOUS STUDIES BRIDGING THE GAP



A Level Religious Studies

Plymouth High School

Year 12 Bridging Work –

A Level Religious Studies Religious Studies is a fantastic subject that helps you build a wide range of skills such as critical thinking, analysis, writing and debating. This OCR A Level Religious Studies course comprises 3 different sections: - Philosophy of Religion – Religion and Ethics – Developments in Buddhist thought

This bridging work will touch on all three papers to give you a brief overview. There is plenty of knowledge that you need at A Level that isn't covered in GCSE Specs, so think of this A level as a brand new subject, whether you did GCSE RS or not. Hopefully this will bridge some of the gaps.

Philosophy

Task: Investigation of key Philosophers During the course you will learn about various philosophers and their approach to religious and ethical questions.

Produce a brief biography on the following key philosophers:

Plato, Aristotle, Thomas Aquinas, Anselm, William Paley, Rene Descartes, Immanuel Kant, Bertrand Russell

For each one write down their birth and death dates, how they were influenced by the era in which they were writing and what were their main concerns as philosophers? Arrange your biographies on a timeline that you can keep in your folder for reference.

We would like to see your timeline at the beginning of the year.

Watch this documentary? <https://youtu.be/qvjw8NpvUGs>

What would you say are the key ideas to take from it?

Ethics

Considering the value of Human Life Watch:

The Good Place – Netflix series: The Trolley Problem! (tram) Watch

A) <https://www.youtube.com/watch?v=vfldNV22LQM>

B) [The Good Place - The Trolley Problem \(Episode Highlight\) - YouTube](#) (Be aware, fake blood!)

Write your response to these questions based on the clips and any additional research you wish to do:

- (i) What is the Trolley problem?
- (ii) What options does Chidi have?
- (iii) What would YOU do if you were in Chidi's position (above) in the Trolley Problem?
- (iv) What would a Utilitarian (teleological) approach in this dilemma be?
- (v) What would Kant's deontological approach in this dilemma be?
- (vi) Do you think that Chidi is right in saying that there is no right answer to the problem?

Buddhism

Section A Key Terms: Use your own research to define the following key terms. Don't simply copy definitions full of words you do not understand. Work to understand them and write your definitions in your own words. **Learn these words for a key word test at the beginning of term.**

This OCR resource may be a helpful place to begin looking [A Level Philosophy & Religious Studies \(alevelphilosophyandreligion.com\)](http://alevelphilosophyandreligion.com)

As will be the knowledge organisers provided by a different exam board.

<https://resources.eduqas.co.uk/Pages/ResourceSingle.aspx?rlid=1559>

Or other trusted websites (eg BBC <https://www.bbc.co.uk/religion/religions/buddhism/>)

Anatta	
Anicca	
Buddha	
Dhamma	
Dukkha	

Enlightenment	
Five Khandhas	
Four Noble Truths	
Kamma (Karma)	
Nibbana	
Noble Eightfold Path	
Samsara	
Three fires/Poisons	

In addition, make a list of definitions of any other terms that you come across whilst researching.

Section B Key Questions: Use your own research to answer the following questions.

Who was the Buddha?	
Why is Siddhartha important to Buddhists today?	

What would you say are some of the key Buddhist beliefs and teachings?	
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Section C

Watch the film 'Seven Years in Tibet' (Try this link

https://drive.google.com/file/d/1iS9XU9XBykwqvf1b1ESi_NJHKZ4BL1oI/view?usp=sharing) –

Observe the way Buddhism (Buddhist teachings, practices and customs) are portrayed.

Does the film accurately portray the knowledge you have already acquired.

Other information and expectations:

How Religious Studies will be taught:

- Lots of class discussions
- Small group tasks
- Reading in class
- A significant amount of reading/research at home
- Note taking and essay writing
- Presenting in class

What 100% effort in this subject looks like:

- Attending all lessons
- Completing organised notes
- Completing all tasks to the best of your ability
- Asking for help if required
- Being willing to share ideas
- Meeting deadlines
- Completing all suggested reading
- Reading about the wider context, such as keeping up to date with contemporary thinking, beyond the set reading.
- Watching documentaries/films and listening to podcasts relevant to the course

- Actively using the syllabus to inform your wider reading.
- Checking Teams for information and updates between lessons.
- Making your own revision resources
- Using past questions and mark schemes to help prepare for assessments.

Folder Policy:

Your folder should have:

- Separate folders (or clearly defined sections in a larger folder) for each part of the course (Philosophy, Ethics, Buddhism).
- Copy of the specification content. (<https://www.ocr.org.uk/Images/242913-specification-accredited-a-level-gce-religious-studies-h573.pdf> pages 7-27 and pages 71-81) Download and print these pages prior to your first lesson.
- Clear notes
- Copy of Mark scheme

What marking looks like:

- Class notes are not marked
- All essays/practice exam questions will be marked with comments and a numbered mark

What homework looks like:

- Reading
- Research
- Exam questions
- Plan a presentation
- Revision activity
- Preparing for a timed essay/test