	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<u>A-Level</u>	A/S Philosophy:	<u>A/S Ethics:</u>	A/S Developments	A2 Philosophy:	A2 Ethics:	A2 Developments in
	Ancient	Natural Law	<u>in Christian</u>	• The nature and	Meta-ethical	Christian Thought:
Students follow the OCR	Philosophical	<ul> <li>Situation</li> </ul>	<u>Thought:</u>	attributes of God	theories	Religious
specification. The specification	Influences	ethics	Augustine on	Religious language	Conscience	pluralism and
can be found at:	• Soul, mind	<ul> <li>Kantian</li> </ul>	human nature	– negative,	<ul> <li>Sexual ethics</li> </ul>	theology
https://www.ocr.org.uk/Images/242913- specification-accredited-a-level-gce-	and body	ethics	Death and the	analogical and	Key Skills:	Religious
specification-accredited-a-level-gce- religious-studies-h573.pdf	<ul> <li>Arguments</li> </ul>	Utilitarianism	afterlife	symbolic	Knowledge	pluralism and
	based on	Euthanasia	Knowledge of	Religious language	Explain	society
Schools should provide religious	observation	Business	God's	– 20 <sup>th</sup> century	Application of	Gender and
education to every student in	Arguments	ethics	existence	perspective	knowledge to a	society
accordance with the legal	based on	Key Skills:	• The person of	Key Skills:	question	Gender and
requirements.	reason	Knowledge	Jesus Christ	Knowledge	Choosing	theology
	Religious	Explain	Christian moral	Explain	appropriate	The challenge
Religious education is a statutory	experience	Application of	principles	Application of	examples	of secularism
subject for all registered	The problem	knowledge to	Christian moral	knowledge to a	Using evidence	Liberation
students, including students in	of evil	a question	action	question	Demonstrate	theology and
the school sixth form, except	Key Skills:	Choosing	Key Skills:	Choosing	different	Marx
those withdrawn by their	Knowledge	appropriate	Knowledge	appropriate	viewpoints	Key Skills:
parents.	Explain	examples	Explain	examples	Explain	Knowledge
	Application of	Using	Application of	Using evidence	Analyse	Explain
	knowledge to	evidence	knowledge to a	Demonstrate	Evaluate	Application of
	a question	Demonstrate	question	different	Build and	knowledge to a
	Choosing	different	Choosing	viewpoints	argument	question
	appropriate	viewpoints	appropriate	Explain	Conclude	Choosing
	examples	Explain	examples	Analyse		appropriate
	Using evidence	Analyse	Using evidence	Evaluate		examples
	Demonstrate	Evaluate	Demonstrate	Build and argument		Using evidence
	different	Build and	different	Conclude		Demonstrate
	viewpoints	argument	viewpoints			different
	Explain	Conclude	• Explain			viewpoints
	Analyse		Analyse			Explain
	Evaluate		Evaluate			Analyse
	Build and		Build and			Evaluate
	argument		argument			

Conc	clude	Conclude		<ul> <li>Build and</li> </ul>
				argument
				Conclude