

## PHILOSOPHY, RELIGION & ETHICS (PRE) - BAC

The Bedales Assessed Course in PRE is designed as a wide-ranging introduction to the key questions of philosophy, the major religious and intellectual traditions of the world in their historical contexts, and the ethical issues of the day. A good PRE student is one who develops a spirit of enquiry, abstract and critical thinking skills, and who can argue a case persuasively.

### ASSESSMENT OBJECTIVES

#### AO1 – KNOWLEDGE AND UNDERSTANDING

- Select relevant information
- Demonstrate understanding through the use of examples
- Demonstrate understanding through unpacking the content and explaining
- Accurate use of correct vocabulary

#### AO2 – ANALYSIS AND EVALUATION

- Break concepts down, compare and contrast them
- Use evidence to form an argument
- Weigh up evidence for and against an argument
- Form a justified conclusion that follows on from the premises of the argument

### OVERVIEW OF THE COURSE

Students have two teachers, and study a distinct theme with each teacher, one of which feeds directly into the assessment.

<b>Term 1:</b>	<p><b>Theme 1:</b> The idea of God – a study of the development of theology in the Judeo-Christian tradition, and key philosophical ideas relating to the attributes of God.</p> <p><b>Theme 2:</b> Human value and human action – a study of key views on the meaning of life and key ethical theories.</p> <p><b>Assessment:</b> What makes lying wrong? Coursework essay</p>
<b>Term 2:</b>	<p><b>Theme 1:</b> Jesus in Art – a study of how events in the life of Christ are depicted in artworks</p> <p><b>Theme 2:</b> Hinduism</p> <p><b>Assessment:</b> Jesus in Art coursework</p>
<b>Term 3:</b>	<p><b>Theme 1:</b> Philosophical questions concerning the nature and importance of beauty ('aesthetics').</p> <p><b>Theme 2:</b> Islam</p> <p><b>Assessment:</b> Ideas of God: exam on knowledge of Judaism, Christianity, Islam and Hinduism Unseen element – analysis and evaluation of unseen material</p>
<b>Term 4:</b>	<p><b>Philosophy:</b></p> <p><b>Theme 1:</b> Key ideas in philosophy – a study of themes from metaphysics and philosophy of mind, including scepticism and the external world, whether machines could think and whether a human being persists through time</p> <p><b>Theme 2:</b> Great debates in philosophy – philosophers through time and why they disagreed!</p> <p><b>Assessment:</b> Students choose any element of the term's work, and produce a short essay and a creative response about it, which could be a work of fiction, art, music, theatre, film or poetry</p>
<b>Term 5:</b>	<p><b>Independent Learning Project:</b></p> <p>Students create their own vision for a perfect society. Referring to key texts, concepts and examples from the world and from history, they consider key principles and laws, government and politics, education, economics, resources, community, culture, employment and industry – everything that goes into making a society.</p> <p><b>Assessment:</b> The Utopia project is assessed both through written work and oral presentation</p>

## OVERVIEW OF ASSESSMENTS

Assessment Name	Worth	Period of assessment	Method of Assessment	Details
Thinking Journal	20%	<ul style="list-style-type: none"> <li>Ongoing during the course of the two year course</li> <li>Replaces prep during all weeks when there is no coursework being done</li> </ul>	<ul style="list-style-type: none"> <li>Peer assessment and teacher's formative assessment of contributions made to the ongoing class blog.</li> <li>Formative assessment of pieces chosen to contribute to the final Thinking Journal.</li> </ul>	<ul style="list-style-type: none"> <li>Week by week, different questions are set on the class blog. Every student must contribute something, and respond to someone else's contribution.</li> <li>Students then choose themes that have been discussed on the blog to develop into their own pieces for their Thinking Journals, a portfolio of their independent thinking.</li> </ul>
What makes lying wrong?	10%	Material covered in term 1 – written in last three weeks of term 1	Written coursework – one draft submission and one final submission	<ul style="list-style-type: none"> <li>Students consider The Golden Rule, the Harm Principle and Virtue Ethics. They then have to evaluate these responses to the issue of what it is that makes lying wrong.</li> </ul>
Describe and compare two depictions of an event in the life of Jesus. Which depicts the event more successfully and why?	10%	Material covered in term 2	Coursework essay	<ul style="list-style-type: none"> <li>Students study a number of events in the life of Christ, and a number of examples of artworks for each</li> <li>They then select the event they want to investigate more, and choose two artworks depicting that event</li> </ul>
Ideas of God: exam	10%	Material covered throughout the year.	Exam lasting 1h15	<ul style="list-style-type: none"> <li>Students will have studied Judaism, Christianity, Hinduism and Islam over the course of the year.</li> <li>The exam will test their knowledge and understanding of these world views.</li> </ul>
The Unseen Task	5%	Practice exercises sat in term 3	Part of the exam in which they write about Jesus in Art	<ul style="list-style-type: none"> <li>This was formulated as a response to a request from our moderator to have an unseen element in the BAC.</li> <li>Students are presented with a story from religious scripture or philosophical texts (such as a myth or parable) and asked to evaluate its message.</li> </ul>
Philosophy – creative response to a Philosophical idea	15%	Material covered in term 4 – written in last three weeks of term 4	Coursework with three elements: <ul style="list-style-type: none"> <li>A short essay, which explains the philosophical issue and their creative response to it</li> <li>A creative response to a philosophical idea – an artwork, a film, a story, a poem, a piece of music etc</li> <li>A presentation in which creative decisions are explained</li> </ul>	<ul style="list-style-type: none"> <li>Students cover a wide range of issues and questions in metaphysics and mind, as well as some passages from classic texts</li> <li>They select any issue from those they've studied for their creative response, and any medium they like.</li> </ul>
Independent Learning Project: The Utopia Project	25%	The whole of term 5	Coursework with three elements – a plan, an oral presentation and the project itself  The project can have elements that are not essay-based, such as maps, or could be presented as a documentary.	<ul style="list-style-type: none"> <li>Students are tasked with creating their own vision for a perfect society</li> <li>They must reference key texts               <ul style="list-style-type: none"> <li>Plato's Republic</li> <li>Sermon on the Mount</li> <li>More's Utopia</li> <li>Brave New World</li> <li>1984</li> </ul> </li> <li>They must draw examples from the world around us as well as history</li> </ul>
Class participation	5%	Evidence from class and Thinking Journal blog. We will be looking at the quality of students' contributions and responses to the ideas of others in the class.		