

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

Module 1: (Autumn term 1-9)	Ethics and the Environment: a rigorous study of three ethical theories, evaluating these three approaches and applying to environmental case studies. Assessment: Choose ONE case study on an issue in environmental ethics. Examine how each ethical theory would respond to this issue, and evaluate which theory gives the best response.
Module 2: (Autumn term 9-13 and Spring term 1-6)	Religion and Art: what is art? Does beauty matter? Is beauty objective or subjective? Can you depict God without idolatry? Thinking about Art, aesthetics and religious symbolism in artworks portraying the life of Jesus. Assessment: Choose ONE event from the life of Jesus and compare TWO depictions of that event in artworks.
Module 3: (Spring Term 6-11 and Summer term 1-6)	The Abrahamic Family: Can there ever be Peace? An examination of Judaism, Christianity and Islam, their roots as Abrahamic faiths, and sources of discord. Assessment: Abrahamic Religions exam (and unseen source question)
Module 4: (Autumn term 1-8)	Philosophy: 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 Assessment: Students choose any element of the term's work, and produce a creative response about it, which could be a work of fiction, art, music, theatre, film or poetry, which is then presented in an exhibition.
Module 5: (Autumn term 8-13 and Spring term)	Independent Learning Project: 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. Assessment: The Utopia project is assessed both through written work and oral presentation

OVERVIEW OF ASSESSMENTS

Assessment Name	Worth	Period of assessment	Method of Assessment	Details
Thinking Journal	20%	<ul style="list-style-type: none"> Ongoing during the course of the two years Replaces prep during all weeks when there is no coursework being done 	<ul style="list-style-type: none"> Peer assessment and teacher's formative assessment of contributions made to the ongoing class blog. Formative assessment of pieces chosen to contribute to the final Thinking Journal. 	<ul style="list-style-type: none"> Week by week, different questions are set on the class blog. Every student must contribute something, and respond to someone else's contribution. 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.
Ethics and the Environment 	10%	Material covered in term 1	Written coursework – one draft submission and one final submission	<ul style="list-style-type: none"> Students consider The Golden Rule, the Harm Principle and Virtue Ethics. They then have to evaluate these responses to a case study on the environment
Jesus in Art 	10%	Material covered in term 2	Coursework essay	<ul style="list-style-type: none"> Students study a number of events in the life of Christ, and a number of examples of artworks for each They then select the event they want to investigate more, and choose two artworks depicting that event
Abrahamic Faiths 	10%	Material covered in terms 2-3	Exam lasting 1h15	<ul style="list-style-type: none"> Based on work on Abrahamic Faiths The exam will test their knowledge and understanding.
The Unseen Task 	5%	Practice exercises sat in term 3	Part of the exam in which they write about Ideas of God	<ul style="list-style-type: none"> This was formulated as a response to a request from our moderator to have an unseen element in the BAC. Students are presented with a story from religious scripture or philosophical texts (such as a myth or parable) and asked to evaluate its message.
Philosophy – creative response to a Philosophical idea 	15%	Material covered in term 4 – written in last three weeks of term 4	Coursework with two elements: <ul style="list-style-type: none"> A creative response to a philosophical idea – an artwork, a film, a story, a poem, a piece of music etc Taking part in an exhibition in which the creative responses are presented 	<ul style="list-style-type: none"> Students cover a wide range of issues and questions in metaphysics and mind, as well as some great debates in the history of philosophy They select any issue from those they've studied for their creative response, and any medium they like.
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"> Students are tasked with creating their own vision for a perfect society They must reference key texts <ul style="list-style-type: none"> Plato's Republic Sermon on the Mount More's Utopia Brave New World 1984 They must draw examples from the world around us as well as history
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.		