



YEAR 13 Spring Term

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning – Theme 4: Determinism and Free Will



Curriculum Intent	<p>Why do we teach this to students? Students study this as part of their A Level Religious Studies. After studying the normative ethical theories, we move to the final unit on whether or not we are free. We look at the implications of free will and determinism on moral decision making.</p> <p>Why do we teach this now? After understanding normative ethics, we move onto a unit that explores if we are free and if we need ethical theories to help us use free will. We are able to understand the impact on normative ethics now that we have studied normative ethics.</p> <p>Specification aims: The WJEC Eduqas A level in Religious Studies encourages learners to:</p> <ul style="list-style-type: none"> • develop their interest in a rigorous study of religion and belief and relate it to the wider world • develop knowledge and understanding appropriate to a specialist study of religion • develop an understanding and appreciation of religious thought and its contribution to individuals, communities and societies • adopt an enquiring, critical and reflective approach to the study of religion • reflect on and develop their own values, opinions and attitudes in the light of their study. <p>A level Religious Studies is designed to enable learners to develop their interest in, and enthusiasm for, a study of religion and its place in the wider world.</p> <p>Assessment Objectives: AO1: Demonstrate a knowledge and understanding of religion and beliefs including:</p> <ul style="list-style-type: none"> - religious, philosophical and/or ethical thought and teaching - influence of beliefs, teachings and practices on individuals, communities and societies - cause and significance of similarities and differences in belief, teaching and practice - approaches to the study of religion and belief. <p>AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their significance, influence and study. The assessment objectives are weighted 40:60 in the exam.</p>
Skills/Assessment objective links	
Spiritual, moral, social, and cultural development	<p>SMSC: Spiritual: The ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people’s faiths, feelings and values. A sense of enjoyment and fascination in learning about themselves, others and the world around them. Moral: acceptance and engagement with the fundamental British values: individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. Cultural: understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.</p> <p>PSHE: A study in Ethics supports the PSHE competences of choices and influences and autonomy and advocacy.</p> <p>British Values: Individual liberty, mutual respect and tolerance of those of different faiths and beliefs.</p> <p>Skills Builder: Listening, speaking, problem solving, creativity, staying positive, aiming high, leadership and teamwork</p>
Numeracy	
Literacy	<p>Vocabulary Tier 2: explain, examine, right, moral decision making, Evaluate, free will, determinism, nature, nurture,</p> <p>Vocabulary Tier 3: salvation, grace,</p> <p>Reading: Students have the opportunity to read religious texts. They will summarise teachings, ideas, arguments etc. This also allows students the opportunity to clarify - discussion of any words or ideas that the student didn’t understand.</p> <p>Writing: A Level RS is a literacy based subject. Students are supported in developing their answers to explain the beliefs and impacts of those beliefs. Students are working to be able to explain and examine the key ethical theories for an AO1 20 mark question. They are also explaining 2 view points and reaching a justified conclusion for an AO2 30 mark question.</p> <p>Oracy: Students need to be able to articulate their own ideas and beliefs as well as discuss this with other students. Then sharing of ideas through discussion allows students to understand different points of view. Questioning of their points of view also allows them to develop their reasoning so that their arguments can stand up to scrutiny.</p>
Becoming future ready	<p>RS students develop:</p> <ul style="list-style-type: none"> - the ability to build and interrogate arguments and how to question and evaluate narratives - critical thinking skills and the ability to interpret information, formulate questions and solve problems - organisational and time management skills - teamworking and communication skills - writing skills, including accurate referencing and the ability to construct a reasoned argument - empathy and the ability to understand people and their motivations - the ability to appreciate different perspectives and take on board others' views - the ability to work methodically and accurately - independence of mind and the ability to think for yourself.
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: differential outcomes using must, could, should.</p> <p>By resource: PowerPoints have different levels of differentiation to access, ‘key points’ extension, stretch and challenge.</p> <p>By Intervention: by providing different levels of supervision and support, revision drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils’ understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender and behaviour</p> <p>By Task: Many tasks are scaffolded to support students, where there is a choice of task students are supported in choosing the task which will best support them to achieve their ability.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p>
QFT/SEND Provision	

Learning Outcomes (Knowledge)

#	Lesson Title, Lesson Objectives, recommended retrieval:	Lesson builds upon:	This will be developed in:
1	Religious Determinism - St Augustine To explain Augustine's argument for pre-destination. <ul style="list-style-type: none"> - To know that Augustine believed in pre destination, the belief that God has decided before time who will be saved and who will not. - To know that Augustine bases his argument on original sin. - To know that Augustine's argument is based on Gods foreknowledge. - To know that we have inherited original sin and cannot now abstain from sin. - To know that sin is passed on through concupiscence and that we are massa peccati – a lump of sin. - To know that Augustine believes that We are judged by God not on our merits but on his grace. - To know that God extends his saving grace to some (the elect) but not all (the reprobates) - To know that God predestines some to eternal life – we have no choice – there is nothing we can do – we have no free will. 	N/A this has not yet been taught in the course	L2 – when students explore Calvins theory of determinism, they then contrast with Arminius and Pelagius' theory before AO2 evaluation of if religious people can be free.
	Religious Determinism - John Calvin To explain Calvins argument for pre-destination. <ul style="list-style-type: none"> - To know that Calvin denies free will and believes in Gods absolute power. - To know that Calvin believes that we are totally depraved, we cannot choose to do good. - To know that Calvin believes in unconditional election – God chooses, there is nothing we can do. - To know that there is limited atonement – God only extends his grace to some, not all. - To know that Gods grace is irresistible, those elected cannot help but respond positively. - To know that those elected will never abandon their faith. 		
	Religious Free Will - Pelagius To explain Pelagius' theory for free will. <ul style="list-style-type: none"> - To know that Pelagius responds to Augustine. He said Augustine left no room for moral choice. - To know that Pelagius believes that there needs to be room for free will in order to inherit eternal life. - To know that Pelagius denies the doctrine of original sin. - To know that Pelagius believes that God is fair and that He would not punish us all for Adams actions. - To know that he said that children are born free and that law can lead some people to heaven. To know that Pelagius believes that Pre – destination is just God's knowledge of our future actions. God knows what we have chosen. He knows who will respond to grace and who will be saved.		
	Religious Free Will - Arminius To explain Arminius' theory for free will. <ul style="list-style-type: none"> - To know that Arminius says that we inherited corrupt nature from the fall. Through prevenient grace God removed the guilt of Adam's sin – the holy spirit. - To know what our election is conditional upon mans response. If you choose God you will be saved, if not you won't. God has foreknowledge of this. - To know that Arminius believes that Christ died for everyone. It's only effective for those who believe (so not everyone will be saved) - To know that through prevenient grace man is able to cooperate with God and respond in faith to salvation. Because of prevenient grace man has free will. - To know that by the exercise of free will, believers can turn away or fall away from grace and lose their salvation. 		
	AO2 – Can you be religious and have free will? To evaluate if religious people can believe in Free will. <ul style="list-style-type: none"> - To know how Augustine would argue against this. - To know how Calvin would argue against this. - To know that Arminius supports this statement. To know that Pelagius supports this statement.		
	Hard Determinism – philosophical and psychological To explain the philosophical theory of John Locke and the psychological theory of Pavlov. <ul style="list-style-type: none"> - To know Locke's theory on hard determinism based on his analogy of a man in a locked room. - To know that John Locke believes that the causes of our actions are so complex that it appears that we have freedom. - To know that John Locke believes that like this man we are oblivious to the causes of our sensation of choice, hence we believe we are free. - To know Pavlovs theory on hard determinism based on classical conditioning. - To Know Pavlovs experiment with dogs salivating. 		
2		L1 – Calvin supports determinism	they then contrast with Arminius and Pelagius' theory before AO2 evaluation of if religious people can be free.
3		L2-3. Students now look at a contrasting argument to those given in L1 and L2. Students look at Pelagius' response to Augustine's theory.	Students will look at other free will arguments within Christianity and evaluate if they are Christian views
4		Students look at how Arminius response to Calvins theory. A theory to support Pelagius' view on free will.	Students will evaluate if you can be religious and have free will
5		Students use the knowledge developed in the previous 4 lessons to argue for and against this claim.	Students will start to look non-religious approaches to free will and determinism
6		Students build upon the determinism debate from a non-religious view	Students will look at biological arguments to support determinism.

		<ul style="list-style-type: none"> - To know how this was supported through the case of Little Albert. 		
	7	Hard Determinism – Biological nature vs nurture To explain the biological theory of hard determinism. <ul style="list-style-type: none"> - To know that DNA dictates our characteristics. - To know that everything from our music tastes to predisposition to commit certain crimes is laid out in our genetic makeup. To know that Darwin's theory of evolution is a mechanistic process – the conditions of nature affect the development of life. Know enough about the conditions and you can predict how life will develop.	Students continue to understand the arguments for determinism	Students will contrast this view with the arguments for free will.
	8	Philosophical Free Will - Satre To explain Satre's argument for free will. <ul style="list-style-type: none"> - To know that Satre believes that Man isn't free not to be free - To know that Satre uses his waiters example to explain his view on libertarianism. - To know that he believes that existence precedes essence – we exist before we develop who we are. - To know that Satre believes that we create our own purpose through our decision making, - To know that the consequences of our results cannot be known in advance. What we will become as a result cannot be predicted. Satre saw freedom as a burden, not a gift. - To know that we can stand back from our lives and interpret them. This opens up a gap between the consciousness and the physical world. 'the gap' is what allows us to be free. - To know that when we deny our freedom this puts us in bad faith – just like the waiter who was 'too much of a waiter.' 	Students explain the philosophical argument for free will from Satre. Developing on religious ideas of free will and contrasting the arguments for determinism.	Students will explore further arguments for free will
	9	Psychological and Biological Free Will To explain the argument for free will from Carl Rogers and Sirigu <ul style="list-style-type: none"> - To know that Sirigu is a brain scientist who believes that there is free floating DNA in the brain which causes free will. - To know that there is part of the brain that sends signals about decisions. If that happens in our brain we must be free, we can't be determined. - To know that Carl Rogers believes that we can reject conditioning and achieve free will through self actualisation. - To know that Carl Rogers believes that as children, when parents disapprove of our thoughts, we see them as wrong. As a result we reject our own thoughts to gain approval. - To know that Rogers said you can regain yours will through 'self-actualization', which is getting in touch with your own will and desires and acting on them. Rather than acting on other people's will. 	Students build upon their knowledge on the argument for free will.	Students will look at if determinism and free will can be compatible.
	10	Soft Determinism To explain the soft determinist view as given by Hobbes and Ayer <ul style="list-style-type: none"> - To know that Soft determinists say that determinism is compatible with free will. - To know that Hobbes explains the difference between internal and external. - To know that internal is - To know that an externally caused act is one where you cannot act in accordance with your own desires. You couldn't act differently. - To know that an internal act is a voluntary act done in accordance with our desires. - To know that we are Free if we choose to act in accordance with our own wishes and desires. - To know Ayers theory on soft determinism. To know that some actions are caused e.g. a kleptomaniac stealing. In this situation they are constrained and cannot act differently. - To know that some acts are caused e.g. a thief stealing, but they are not constrained – they could have chosen differently. 	Students look at alternative approaches to an incompatibilist approach – that of compatibilist soft determinism.	Students will evaluate if we are free.
	11	AO2 – Humanity has no free will To evaluate if Virtue Ethics is useful. <ul style="list-style-type: none"> - To know that Locke agrees with this statement. - To know that Darwin agrees with this statement. - To know that Pavlov agrees with this statement. - To know that Hobbes and Ayer partly agree with this statement - To know that Sirigu disagrees with this statement - To know that Satre disagrees with this statement - To know that Carl Rogers disagrees with this statement. 	Students will apply the AO1 knowledge to an AO2 essay and evaluate the claims made in L6 – L10.	Students look at the implications of free will and determinism.
	12	Implications of Free Will To explain the implications of free will on moral responsibility and religious belief. <ul style="list-style-type: none"> - To know that Normative Ethics are needed if we have free will and can make moral choices. - To know that moral agents can be blamed for their actions because they were free to choose them. - To know that there is value in right and wrong. - To know that prayer has meaning if we are free. - To know that miracles can happen because we are free. - To know that free will can question Gods omnipotence. 	Students look at the implications of free will and determinism and how this affects attitudes to prayer, moral responsibility etc.	This is the last unit in the A level. Students will now revise for the final exam.

		<ul style="list-style-type: none">- To know that free will supports Gods omnibenevolent nature.- To know that God is not responsible for good and evil – we are through our choices.		
	13	Implications of Determinism		
		To explain the implications of determinism on moral responsibility and religious belief .To know how it can be see to destroy community ethos <ul style="list-style-type: none">- To know that Normative Ethics are not needed as we are determined and could not choose differently.- To know that moral agents cannot be blamed for their actions as they could not have done differently – not should they be rewarded.- To know that human moral value is a futile concept.- To know that soft determinists agree with the above points.- To know that the concept of predestination can be seen as a strong illustration of God’s omnipotent nature.- To know that Gods omnibenevolence is supported by determinism – as his omnibenevolent nature is shown by him saving some when we all deserve damnation.- To know that prayer is useless as we cannot change things.- To know that miracles could have been predestined by God.- To know that God is not responsible for evil		
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Current learning to be developed in the future within:	See the table above which explains the sequencing of lessons, detailing where the learning will be developed. This will be revisited through retrieval starters throughout the course.			
Assessment	Students will be assessed formatively through knowledge checks, AO1 and AO2 questions. This content will be assessed in the February Mock Exam (religious views only)			
Impact	Attainment and Progress – Refer to assessment results / data review documentation.			