

Unit of Work: Design, Suffering and Life after Death.

Unit: • 2

Category • GCSE short course

Unit Duration: Hours • 6

Number of lessons • 6

SEN Pupils • (Refer to Departmental register)

Year 10

About the unit

This unit explores key beliefs, ultimate questions and life issues. It focuses on the arguments for God's existence, the problem of evil and the issue of suffering. It will then move on to explore what questions arise about Christian belief in God's creation and power and life after death.

Where the unit fits in

This unit fits in with the continued study of the World Faiths and is part of the detailed study of human experiences that raise questions about the meaning and purpose of life. It will develop critical thinking and appreciation and demands a high level of study. The unit encourages pupils to reflect upon common human experiences and to develop their own reasoned response to these questions, as well as being aware of the Christian viewpoints.

Expectations		
Differentiated Expectations	Attainment targets for this unit	Inclusion strategies
<p>a) After completing this unit <i>most pupils will</i></p> <ul style="list-style-type: none"> • Have a high level of knowledge of the Design argument, The Problem of Suffering and the idea of life after death. Be able to write competently on the various views relating to the topic areas. Have a high level of understanding of the affect that this has on the Christian believer and the impact on the attributes of God. • Be able to evaluate the impact evil and suffering have on people's beliefs. • Discuss their own and Christian response to the arguments for God's existence, Problem of Suffering and the idea of life after death. Know the various arguments and standpoints both religious and secular in order to support their writings. Know and be able to use religious quotes, in support of the argument. 	<p>GCSE A&B grade</p>	<p>In this unit, all pupils, regardless of their physical or cognitive ability, or social or cultural background will be given the opportunity to access learning and experience success. The expectation is that all pupils will participate in all activities in such a manner, which maximises their fullest potential.</p>
<p>b) After completing this unit <i>some pupils will not have made so much progress and will</i></p> <ul style="list-style-type: none"> • Have a good knowledge of The Design Argument, The Problem of Suffering and the idea of life after death. Be able to write on the various arguments relating to the issue. • Have a good understanding of the affect that this has on the Christian believer and the impact on the attributes of God. Have some idea of the impact evil and suffering has on people's beliefs. • Discuss their own and Christian response to the topic areas. • Know some of the various arguments and standpoints both religious and secular to support their writings and begin to use them. 	<p>GCSE C grade</p>	<p>Pupils who are progressing slowly within this unit will be enabled to perform to the best of their ability through:</p> <ul style="list-style-type: none"> • Small group discussion • Role-play • Video

<p>c) After completing this unit a few pupils will have progressed further and will</p> <ul style="list-style-type: none"> • Have a detailed level of knowledge of The Design argument, Problem of Suffering and the idea of life after death. Be able to write competently on the various views relating to the issues and have a detailed knowledge of the affect this has on the Christian believer and the impact on the attributes of God. • Have a detailed understanding of the affect that evil and suffering has on people's beliefs. Be able to evaluate the impact of these beliefs on people with a clear understanding of a variety of viewpoints. • Discuss their own and Christian response to The Design argument, Problem of Suffering and idea of life after death. • Know the various religious and secular standpoints to support their argument and be able to use them extensively. 	<p>GCSE A* grade</p>	<p>Pupils who are capable of progressing further than the majority of the group will be enabled to excel through:</p> <ul style="list-style-type: none"> • Pairs work • Role-play • Use of ICT • Detailed reading
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Prior learning

Pupils have previously experienced:

- Pupils will have had some experience at looking at viewpoints of a variety of beliefs. Pupils will also be able to build and argue from their own experiences.

Acquiring and developing Knowledge

Unit Learning Objectives	Unit Learning Outcomes	Assessment tasks
<p>Pupils should learn;</p> <ul style="list-style-type: none"> • The Christian understanding of The Problem of Suffering. • The existence and attributes of God. • The Free Will Defence. • The idea of life after death. 	<ul style="list-style-type: none"> • Be able to argue competently in groups • Be able to answer short essay questions • Be able to develop and perform role-play 	<ul style="list-style-type: none"> • Class work • Homework • Group presentations • Role-play • Exams
<ul style="list-style-type: none"> • The affect that these beliefs have on the Christian Community. 	<ul style="list-style-type: none"> • Be able to argue competently in groups • Be able to answer short essay questions • Be able to develop and perform role-play 	<ul style="list-style-type: none"> • Class work • Homework • Group presentations • Role-play • Exams
<ul style="list-style-type: none"> • The biblical quotes and the Christian Church teachings that will support views about God's existence, the problem of Suffering and the idea of life after death. 	<ul style="list-style-type: none"> • Be able to use quotes to develop arguments and support view points • Be able to recognise those quotes that are applicable to certain questions 	<ul style="list-style-type: none"> • Class work • Homework • Group presentations • Role-play • Exams

Acquiring and developing Understanding

Unit learning objectives	Unit learning outcomes	Assessment tasks
<p>Pupils should learn;</p> <ul style="list-style-type: none"> • How the problem of suffering, existence of God and the idea of life after death both impact on the Christian faith and underpin it. 	<p>Pupils will;</p> <ul style="list-style-type: none"> • Be able to argue competently in groups • Be able to answer short essay questions • Be able to develop and perform role-play 	<ul style="list-style-type: none"> • Class work • Homework • Group Presentation • Role-play • Exams

<ul style="list-style-type: none"> The affect that these beliefs have on the Christian Church 	<ul style="list-style-type: none"> Be able to argue competently in groups Be able to answer short essay questions Be able to develop and perform role-play 	<ul style="list-style-type: none"> Class work Homework Group Presentation Role-play Exams
<ul style="list-style-type: none"> How modern Christians are influenced by their own interpretation on the problem of suffering and evil, the existence of God and the idea of life after death 	<ul style="list-style-type: none"> Be able to write competently on this relationship 	<ul style="list-style-type: none"> Class work Homework Group Presentation Role-play Exams

Acquiring and developing Evaluation		
Unit learning objectives	Unit learning outcomes	Assessment tasks
Pupils should learn; <ul style="list-style-type: none"> To evaluate the significance of the existence of God from the argument on Design, the problem of suffering and the idea of life after death. 	Pupils will; <ul style="list-style-type: none"> Be able to write analytically about this impact 	<ul style="list-style-type: none"> Class work Homework Group Presentation Role-play Exams
<ul style="list-style-type: none"> To evaluate the reasons for the different viewpoints and comment on the affect that this has on modern Christians 	<ul style="list-style-type: none"> Be able to write and discuss the complexities of the impact of faith on lifestyle 	<ul style="list-style-type: none"> Class work Homework Group Presentation Role-play Exams

<ul style="list-style-type: none"> To evaluate their own and others opinions and develop sound arguments on the topics. 	<ul style="list-style-type: none"> Evaluate the differences and argue for their own viewpoint 	<ul style="list-style-type: none"> Class work Homework Group Presentation Role-play Exams
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Lesson Breakdown		
Topic	Objectives	Resources
<ul style="list-style-type: none"> <i>Evidence for and against belief in God.</i> 	<ul style="list-style-type: none"> Explore the idea of the Design argument, taking into account the attributes of God. Review arguments from religious experience. Evaluate religious revelation. 	<ul style="list-style-type: none"> Copies of syllabus Bibles
<ul style="list-style-type: none"> <i>Problems with the Design argument, Religious experience and revelation.</i> 	<ul style="list-style-type: none"> Review of the Design argument and exploration of its faults, taking into account attributes of God. Exploration of the difference between religious experience and revelation. Evaluation of the significance for a Christian. 	<ul style="list-style-type: none"> Bibles Worksheets
<ul style="list-style-type: none"> <i>The question of suffering in the world.</i> 	<ul style="list-style-type: none"> Exploration of suffering and evil. Exploration of types, origins and purposes. Evaluation of impact on a Christian. 	<ul style="list-style-type: none"> Bibles
<ul style="list-style-type: none"> <i>How does evil and suffering affect belief in God?</i> 	<ul style="list-style-type: none"> Exploration of the potential problems posed to belief in God. Evaluation of the significance for a Christian. Review of the free will defence. 	<ul style="list-style-type: none"> Text books

<ul style="list-style-type: none"> • <i>Life after death.</i> 	<ul style="list-style-type: none"> • Exploration of the evidence for belief in God. • Review of the reasons for belief in a deity. • Evaluation of the impact on a Christian. 	<ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • <i>Influence of life after death on people's lives.</i> 	<ul style="list-style-type: none"> • Summary of reasons for belief in God. • Exploration of the influence and impact on peoples lives, taking into account the problem of suffering and evil. • Evaluation of the influence on a Christian life. 	<ul style="list-style-type: none"> • Christianity – Lion • Christianity texts various •
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	

Learning across the curriculum (where appropriate)	
Key Skills	
Communication: <ul style="list-style-type: none"> • Class discussion • Group debate • Partner work 	Improving own learning and performance: <ul style="list-style-type: none"> • Evaluation
Application of number: <ul style="list-style-type: none"> • N/A 	Working with others: <ul style="list-style-type: none"> • Role-play • Group presentations • Display work
ICT: <ul style="list-style-type: none"> • Use of network • Use of ICT packages 	Problem solving: <ul style="list-style-type: none"> • Timed questions • Tests

Unit evaluation