

Unit of Work: : The Suffering , Death and Resurrection of Jesus

Unit: • 1

Category • GCSE

Unit Duration: Hours •10

Number of lessons • 10

SEN Pupils • (Refer to Departmental register)

Year 10

About the unit

This unit explores the suffering and death of Jesus and the beliefs about the Resurrection as recorded in the Gospel of Mark. It will then move on to explore the central place that this has in the life of the Christian and Christian belief about 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 exegetical study of the Gospel of Mark for the GCSE syllabus. It will develop critical thinking and appreciation and demands a high level of study. The unit leads into the work on specific stories and accounts in the Gospel. It follows on from an exploration of the person of Jesus and so builds on previous knowledge and understanding.

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 suffering, death and resurrection of Jesus as presented by Mark • Be able to write competently on the various views about these events and the specific passages from the Gospel • Have a high level of understanding of the affect that this has on those who use Marks Gospel • Be able to evaluate the impact of these beliefs on people • Discuss their own and Christian response to the accounts of Jesus suffering death and resurrection • Know the various biblical and religious quotes to support their argument and be able to use them. 	<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.</p> <p>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 suffering, death and resurrection of Jesus as presented by Mark • Be able to write on the various views about these events and the specific passages from the Gospel • Have a good understanding of the affect that this has on those who use Marks Gospel • Have some idea of the impact of these beliefs • Discuss their own and Christian response to the accounts of Jesus suffering, death and resurrection • Know some of the various biblical and religious quotes to support their argument 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 <i>a few pupils will have progressed further and will</i></p> <ul style="list-style-type: none"> • Have a detailed level of knowledge of the suffering, death and resurrection of Jesus as presented by Mark • Be able to write competently on the various views about these events and have a detailed knowledge of the specific passages from the Gospel • Have a detailed understanding of the affect that this has on those who use Marks Gospel • 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 accounts of Jesus suffering, death and resurrection • Know the various biblical and religious quotes 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

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 Markan version of the suffering, death and resurrection of Jesus. • 	<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 Jesus 	<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 death and resurrection of Jesus underpins the Christian faith 	<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 of certain events in Jesus life and how Mark portrays them 	<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
<p>Pupils should learn;</p> <ul style="list-style-type: none"> To evaluate the significance of the death and resurrection of Jesus 	<p>Pupils will;</p> <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 topic 	<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

Lesson Breakdown		
Topic	Objectives	Resources
<ul style="list-style-type: none"> <i>What happened at the end of Jesus Life?</i> 	<ul style="list-style-type: none"> Exploration of the last week of Jesus life Discussion of the events 	<ul style="list-style-type: none"> Copies of syllabus Issue Mark A Gospel for Today Son of God video Jesus of Nazareth video

<ul style="list-style-type: none"> • <i>The Garden of Gethsamane</i> 	<ul style="list-style-type: none"> • Review of the events of the Garden of Gethsemane 14:32-52 • Evaluation of the significance of the events 	<ul style="list-style-type: none"> • Mark a Gospel for Today • Christianity – Lion publications • Son of God video • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>The Roman trial and the mocking</i> 	<ul style="list-style-type: none"> • Review of the events of the trial 15:1-20 • Evaluation of the significance of the events • Exploration of what Mark is showing in his presentation 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>The Crucifixion</i> 	<ul style="list-style-type: none"> • Review of the events of the crucifixion 15:21-41 • Evaluation of the significance of the crucifixion • What does the presentation of the crucifixion tell us • 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>The Burial</i> 	<ul style="list-style-type: none"> • Exploration of the burial of Jesus 15:42-47 • Evaluation of the significance of the way that Jesus was buried • What are the significant points that Mark emphasises 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>The Empty Tomb</i> 	<ul style="list-style-type: none"> • Exploration of the empty tomb 16: 1-8 • Evaluation of the significance of the way that Mark portrays the resurrection • What are the problems of the accounts 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>Resurrection Appearances</i> 	<ul style="list-style-type: none"> • Exploration of the resurrection appearances 16: 9-20 • Evaluation of the accounts of the appearances of Jesus to the disciples • How believable are the accounts 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video

<ul style="list-style-type: none"> • <i>Questions about resurrection</i> 	<ul style="list-style-type: none"> • Exploration of chapters 12: 18-27 • What are the questions that are raised • What issues does the idea of the resurrection raise? 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>Overview and Evaluation</i> 	<ul style="list-style-type: none"> • Use the video Jesus of Nazareth to ground the knowledge and raise further discussion 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • <i>What does this teach us about life after death?</i> 	<ul style="list-style-type: none"> • Explore the issues about life after death • What do the students think about life after death • Evaluate the importance of belief in life after death 	<ul style="list-style-type: none"> • Mark a Gospel for today • Christianity – Lion • Christianity texts various • Jesus of Nazareth video
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	
<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

