

Curriculum Plans: A-Level RS: Paper 3: New Testament Y13

	Topic	Knowledge: By the end of the unit students will know:	Skills: What skills will students have developed by the end of this unit?	Key terms: What new key terms and vocabulary will be learnt in this unit?	Summative Assessment: How will pupils be assessed in this unit?
Year 13					
Michaelmas 1	5.2: Why did Jesus have to die?	<p>-The theme of Religious and political conflict as presented in the Fourth Gospel</p> <p>- Why were the Religious and political authorities so concerned with Jesus?</p> <p>-Key themes of Jesus' conflict with the authorities including the law of Moses, sabbath controversies and temple cleansing</p> <p>- How Jesus challenged Judaism; key themes including Christology, Blasphemy and threat to power</p> <p>-The key ideas/themes contained in the arrest, trials, and charges made against Jesus in the Fourth Gospel</p> <p>-Different views on 'why did Jesus have to die?', including political expedience</p> <p>-Different views on who was responsible for Jesus' death', including the political and religious Authorities</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Make links between Old Testament and New Testament scripture and explain the significance of NT scripture as the fulfilment of Old Testament scripture • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence 	<p>-Blasphemy</p> <p>-Political expedience</p> <p>-Pharisees</p> <p>-Sadducees</p> <p>-Sanhedrin</p> <p>-Narrative criticism</p> <p>-Atonement</p> <p>-Christology</p> <p>-Replacement theology</p>	<p>2x written assessment (1x10-mark question and 1x30 mark question)</p>

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			<ul style="list-style-type: none"> • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 		
Michaelmas 2	3.1: Interpreting the text	<p>-WHAT IS Biblical criticism?</p> <p>-An understanding of the way texts appear to have been translated, edited and transmitted.</p> <p>-Different types of Biblical criticism including source, form and redaction criticism. The strengths and weaknesses of each type of Biblical criticism</p> <p>-The synoptic problem; what it is and how it attempts to explain the relationship between the synoptic Gospels</p> <p>-The idea of proto-Gospels, and the two and four source hypotheses as solutions to the synoptic problem</p> <p>-The significance of Biblical criticism for understanding the New Testament texts</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Compare and contrast Biblical texts and explain implications of similarities/difference for understanding the text • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified 	<ul style="list-style-type: none"> -Cannon -Proto-Gospel -Exegesis -Biblical criticism -Oral tradition -Source criticism -Synoptic -Synoptic problem -Form criticism -Redaction criticism 	2x written assessment (2x8-mark question and 1x12-mark question)

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			<ul style="list-style-type: none"> • Make synoptic links between this module and other topics in philosophy and ethics 		
	<p>2.2: Titles of Jesus in the synoptic Gospels</p>	<p>- The meaning and significance of the titles Messiah, Son of God, Son of Man</p> <p>- The background and context of these titles, including Old Testament references and symbolism</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Make links between Old Testament and New Testament scripture and explain the significance of NT scripture as the fulfilment of Old Testament scripture • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 	<p>-Son of God</p> <p>-Son of Man</p> <p>-Messiah</p> <p>-High Christology</p> <p>-Low Christology</p> <p>-Proof texts</p>	<p>2x written assessment (1x8-mark question and 1x20 mark question)</p>

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	<p>4.1: Ways of interpreting scripture</p>	<p>- What is Biblical hermeneutics? -Different understandings of the Bible as inspired and the implications for understanding the text -An understanding of the literal, allegorical and moral sense of scripture. The strengths and weaknesses of these approaches to interpreting scripture - The four main approaches to post-Enlightenment biblical interpretation of rational, historical, sociological and literary. The strengths and weaknesses of these approaches to interpreting scripture - An understanding of modern scholarship on the value of scripture; including Barth on scripture as the ‘Word of God’ and Bultmann on demythologising the text</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Understand the implications of different approaches to interpreting scripture for understanding the text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 	<p>-Biblical criticism -Biblical hermeneutics -Exegesis -Inspired -Literal interpretation -Allegorical interpretation -Demythologise -Moral interpretation -Deism -Inerrancy/Inerrant -De-mythologizing -Eisegesis</p>	<p>2x written assessment (2x8-mark question and 1x12-mark question)</p>
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Lent 1	5.1: The Kingdom of God in Luke: parables of the kingdom and eschatology	<p>-The meaning and significance of Jesus’ teaching on the Kingdom of God in Luke’s gospel; including Jesus’ teaching in parables</p> <p>-Differing views on the arrival of the kingdom as past, present and future; including Conzelmann and salvation history, Marshall and realised eschatology, and Schweitzer and futuristic eschatology</p> <p>-The meaning, theological significance and importance of Jesus’ teaching on the kingdom for early believers</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Make links between Old Testament and New Testament scripture and explain the significance of NT scripture as the fulfilment of Old Testament scripture • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 	<p>-Kingdom of God</p> <p>-Salvation History</p> <p>-Parousia</p> <p>-Eschatology</p> <p>-Realised eschatology</p> <p>-Inaugurated eschatology</p> <p>-Beelzebul</p> <p>-Apocalyptic</p> <p>-Repentance</p> <p>-Parable</p>	<p>2x written assessment (1x10-mark question and 1x30-mark question)</p>

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<p>Lent 2</p>	<p>6.2: How should we live?</p>	<p>-The meaning and significance of Jesus’ ethical teaching in Luke’s Gospel; including the following passages: Sermon on the plain (Luke 6), the parables of the Lost (Luke 15), the Good Samaritan (Luke 10), and the Rich man and Lazarus (Luke 16) -The relationship of the teaching of Jesus to that of Judaism at the time. -An understanding of Religious and secular interpretations of Jesus’ ethical teaching today -An understanding of the impact of Jesus’ ethical teaching on Christian codes of living, including equality and pluralism</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Make links between Old Testament and New Testament scripture and explain the significance of NT scripture as the fulfilment of Old Testament scripture • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 	<ul style="list-style-type: none"> -Pluralism -Midrash -Agape -Parable -Beatitudes -Situation ethics -Hades -Repentance 	<p>2x written assessment (1x10/20-mark question and 1x30-mark question)</p>

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<p>5.3: The crucifixion and resurrection narratives in Luke's Gospel</p>	<p>- An understanding of the religious significance of the crucifixion narrative in Luke's Gospel</p> <p>- How the author of Luke makes use of Old Testament references and symbolism to present Jesus' crucifixion as the fulfilment of scripture and God's saving plan</p> <p>-The meaning and significance of the resurrection narratives in Luke's Gospel for early believers</p> <p>- An understanding of key themes in the resurrection narratives in Luke's Gospel; including sacrifice, salvation, atonement, power of God, forgiveness of sins, relationship with God, the future of the early Church</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Make links between Old Testament and New Testament scripture and explain the significance of NT scripture as the fulfilment of Old Testament scripture • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 	<p>-Atonement</p> <p>-Crucifixion</p> <p>-Resurrection</p> <p>-Salvation</p> <p>-Repentance</p> <p>-The passion</p> <p>-Sacrifice</p>	<p>2x written assessment (1x10-mark question and 1x20-mark question)</p>
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<p>Trinity 1</p>	<p>6.1 Scientific and historical critical challenges- faith and history: the death and resurrection of Jesus in modern scholarship</p>	<p>-The challenge of the enlightenment to the resurrection as a miracle -Scientific challenges to the resurrection as a miracle; including the resurrection as a fictional event, the resurrection as a myth, and the resurrection as an event in the life of the disciples. The strength and weaknesses of these challenges -An understanding of alternative explanations of the empty tomb and the strength of this explanations -The work of Ian Wilson and Frank Morison on the historical evidence for the resurrection of Jesus based on analysis of the different Gospel narratives and alternative explanations for the empty tomb. The strengths and weaknesses of the work of Wilson and Morison -The significance of the challenges to the resurrection for understanding the texts and their impact on other areas of study over time</p>	<ul style="list-style-type: none"> • Use specialist terms appropriately and accurately • Select and organise information carefully • Interpret and understand Biblical texts • Carefully select and clarify key ideas in scripture • Carefully select and analyse scripture to support judgements • Make links between Old Testament and New Testament scripture and explain the significance of NT scripture as the fulfilment of Old Testament scripture • Identify sections of Biblical texts that have been redacted and recognise the implications for analysing text • Debate will form a core part of this module and therefore students will develop their speaking and listening skills. • Oracy skills – working collaboratively to explore ideas and big questions • Understand and critically evaluate the strength of scholarly views • Critically deconstruct ideas and form coherent and logical chains of reasoning • Construct coherent and reasoned judgements which are fully supported by the comprehensive appraisal of evidence • Reach conclusions which fully and logically draw together ideas and are fully justified • Make synoptic links between this module and other topics in philosophy and ethics 	<p>-Enlightenment -Rationalism -Empiricism -Scepticism -Deism -Naturalistic explanation -Circular argument -Swoon- Demythologise</p>	<p>2x written assessment (1x12-mark question and 1x30-mark question)</p>
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