



Samuel Whitbread Academy
YEAR 11 INTO YEAR 12 SUMMER TRANSITION CHALLENGE 2023



Subject:-	Qualification/Level:-	Examination Board:-
Philosophy, Religion & Ethics	A-Level	WJEC - Eduqas
Is this a Linear or Modular A level?	Linear (new from 2016)	
<ul style="list-style-type: none">- In a modular A level, AS examinations at the end of Year 12 are worth 50% of the A level.- In a linear A level, any AS examination at the end of Year 12 <u>will not count</u> towards the A level.		

We expect students to complete a transition piece of work for each subject between the end of Key Stage 4 and the start of Key Stage 5. This is assessed and feedback given to students when they start the courses in September. The following challenge(s) are to be completed over the summer break and either sent by email or brought to your first lesson.

The Summer Transition 'CHALLENGE':-

In preparation for the course it is important that you develop written skills that can synthesise information and extract meaning. Below are a list of topics that will be covered in the course.

- **Section One** → *Philosophy*
- **Section Two** → *Ethics*
- **Section Three** → *Buddhism*

Choose **one topic from each section** (Use the PowerPoint to look at the different topics) and write **500** words on each (do not massively exceed this please!). It is expected that you use evidence from *philosophers*, *examples* from the real world as well as *personal experience*. Your responses will be discussed in class.

Your 500 words for each topic should be divided between:

- The nature of the issue, including a definition
- Your opinion and why you think that
- A different view to your own and why they might believe that
- The importance and impact of the issue/belief for society today

How the work produced will fit into subsequent work and the specification as a whole:-

During your course you are graded on **2 assessment objectives**. To pass you need to meet both of these.

AO1: Demonstrate **knowledge and understanding** of religion and belief, including:

- 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

AO2: Analyse and evaluate aspects of, and approaches to, religion and belief, including their influence and study.

Length of time expected to complete the challenge:-

3-4 hours *in addition to extra reading* – But! You do have the entire summer to do this!

How the work will be assessed and marked:-

1. Verbal discussions in class in first lessons back in school
2. Peer and teacher-marked using the AOs stated above

Expectations:-

A-Grade:

AO1	AO2
Address the question specifically and select relevant material. Deploy comprehensive and accurate knowledge, expressed clearly. Use a range of technical language and terminology accurately and consistently. Competently explain appropriate examples and/or relevant sources/scholars. Make specific and relevant connections between different elements of the course.	Construct a coherence and well-organised evaluative argument. Demonstrate an informed viewpoint and evidence of own thinking within the context of understanding different arguments and views. Use proficient, fluent and accurate language. Competent analysis of the connections between elements of the course, their broader context and human experience.

E-Grade:

AO1	AO2
Select limited but relevant material, deploy limited knowledge, some of which is accurate, show limited accurate or consistent use of technical terms, and demonstrate basic understanding of key ideas, making occasional reference to examples and sources of evidence. Make limited connections between different elements of the course.	Demonstrate minimal organisation and/or limited coherence, demonstrates few personal insights, or little convincing argument or justification for point of view with minimal evaluation, use language and expression that lacks precision. Limited analysis of the nature of connections between elements of the course, their broader context and human experience.

Resources to be used for this work:-

- <http://www.bbc.co.uk/religion>
- <https://www.ted.com/>
- <http://www.iep.utm.edu/home/about/>
- <http://www.mel-thompson.co.uk/>

These are merely a few suggestions – as a research task you need to learn to navigate and filter the internet etc.
Remember to keep a note of any sources used for future essays...

The following sites are brilliant as an introduction: (Ignoring the sections on Christianity – this isn't part of our course!)

<https://alevelphilosophyandreligion.com/eduqas-wjec-religious-studies/>
<https://ncpreligiousstudies.wordpress.com/new-philosophy-of-religion-resources/>

Who to contact if you should require further assistance with the work before the end of term?

Miss K Bradshaw (kbradshaw@bestacademies.org.uk)

What equipment will be needed for the subject?

A lever arch file and dividers for organisation of work; highlighters and coloured pens for annotations; lined paper and a notebook.

To understand more about this subject at a high level:-

If you fancy buying a book:

- Mel Thompson – Introduction to Philosophy and Ethics ISBN: 0340876425
- A fun read; The Pig that wants to be eaten & 99 other thought experiments

As philosophy and ethics are relevant to every aspect of our lives, keeping abreast of current affairs is vital – so add a few newspapers to your apps and browse – for example:

- BBC www.bbc.co.uk
- The Guardian www.guardian.co.uk
- The Times www.thetimes.co.uk

Listen to some podcasts – for example:

- <https://philosophynow.org/podcasts>
- <https://www.youtube.com/user/vsauce>
- <http://www.open.edu/openlearn/history-the-arts/culture/philosophy/exploring-philosophy>