



Transition to Year 12

RE

Year 12 RE Transition

An Introduction to Religion and Ethics and the Philosophy of Religion.

Section A: An Introduction to Religion and Ethics

This course includes the study of the following content:

- Ethical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in religion and ethics
- Three normative ethical theories such as deontological, teleological or character based ethics (at least two of which must be religious approaches)
- The application of ethical theory to two personal, societal or global issues of importance, including religious ethical perspectives. Section B: An Introduction to the Philosophy of Religion. This section provides the opportunity for learners to acquire and develop knowledge and a critical understanding of some of the key features of fundamental philosophical themes, ranging from arguments for the existence of God to religious experience. This Section includes the study of the following content:
 - Philosophical issues and questions raised by religion and belief including at least three contrasting arguments about the existence or non-existence of God, gods or ultimate reality
 - philosophical language and thought through significant concepts and the works of key thinkers, illustrated in issues or debates in the philosophy of religion
 - challenges to religious belief such as the problems of evil and suffering
 - the nature and influence of religious experience.

Summer tasks:

Create a glossary of the following terms: inductive, synthetic, a priori, a posteriori, deductive, analytic, omnipotent, omnibenevolent, omniscient, eternal.

TASK: Does God exist? Using the teleological and cosmological arguments explain whether or not God exists. Does the design or

order of the universe prove that God exists or does it still leave room for doubt? Write a 500 word essay to explain your point of view; you must refer to the cosmological and teleological arguments in your response.

TASK: Read the following article -

http://www.bbc.co.uk/schools/gcsebitesize/geography/natural_hazards/tsunamis_rev2.shtml

Do events like this mean that God cannot exist? Or does it just mean that God can exist but cannot be omnibenevolent, omniscient

or omnipotent? Explain your opinion in less than 300 words.

Further reading

Gaarder, J. (1995) *Sophie's World* , London : Phoenix House A very accessible book: a story, written mostly in the form of letters, about a young girl who encounters key philosophical questions and key figures in western philosophy. A great introduction to the history of western philosophy.

Davies, B. (1993) *An Introduction to the Philosophy of Religion*, Oxford: Oxford University Press A more challenging read but touches on many of the topics covered on the Philosophy side of the course. This book will be very useful for extra reading throughout the course.

Annas, J. (1998) *An Introduction to Plato's Republic*, Oxford: Oxford University Press. A challenging read but chapters 9 and 10 particularly useful for the Plato unit of A level. Ethics:

- Vardy, P.(1999) *The Puzzle of Ethics*, SCM Press A good introduction to different ethical theories and their application to various ethical issues, this book will be very useful for extra reading throughout the course.
- Norman, R. (1998) *The Moral Philosophers*, Oxford: Oxford University Press

Suggested General Internet resources and radio/TV programmes Link Description

Link	description
www.philosophypages.com/ph/index.htm	Summaries of ethical theorists and their works
BBC's Religion and Ethics homepage with links to a forum and audio and video links	www.bbc.co.uk/religion/
www.iep.utm.edu	Ethics section of the Internet Encyclopaedia of Philosophy
www.theguardian.com/world/ethics A	A link to the news stories in the Guardian that have an ethical theme
http://faculty.philosophy.umd.edu/PGreenspan/Crs/ETHICAL%20THEORY.pdf Good ove	Good overview of ethics – in charts.
http://sites.wofford.edu/kaycd/ethical-theory/ Goo	Good overview of ethical theory by Dr. Charles Kay.
https://podcasts.ox.ac.uk/series/romp-through-ethics-complete-beginners Ex	Excellent set of podcasts on Ethics courtesy of the University of Oxford

Case study: Japan Tsunami, 2011

On Friday, March 11, 2011 at 2.46 PM, an earthquake of magnitude 9.0 on the Richter scale occurred. It was at the point where the Pacific tectonic plate slides beneath the North American plate. The epicentre was 30 kilometres below the Pacific Ocean sea bed and 129 kilometres off the east coast of Honshu, Japan. This triggered a tsunami. Waves were generated and travelled across the Pacific Ocean. The area worst affected by the tsunami was the east coast of Honshu in Japan.

Effects

Infrastructure

The wave travelled as far as 10 km inland in Sendai.

The tsunami flooded an area of approximately 561 km².

The waves destroyed protective tsunami seawalls at several locations.

The massive surge destroyed three-storey buildings where people had gathered for safety.

A state of emergency was declared at the Fukushima nuclear power plant, where a cooling system failed and released radioactive materials into the environment.

In July 2013, TEPCO, the Tokyo Electric Power Company, admitted that about 300 tons of radioactive water continued to leak from the plant every day into the Pacific Ocean.

Social and economic

Four years after the earthquake, around 230,000 people who lost their homes were still living in temporary housing.

The total damages from the earthquake and tsunami are estimated at 300 billion dollars (about 25 trillion yen), according to the Japanese government.

The number of confirmed deaths as of April 10, 2015 is 15,891. Most people died by drowning. More than 2,500 people are still reported missing.

Responses to the disaster

The country recently unveiled a newly-installed, upgraded tsunami warning system.

Earthquake engineers examined the damage, looking for ways to construct buildings which are more resistant to quakes and tsunamis. Studies are ongoing.