

Key Stage 4 Philosophy and Ethics

Aims:

- 1) To ensure you know the GCSE format.
- 2) To provide you with practical revision strategies.
- 3) To give you strategies to support your child at home.

**“I KEEP six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.” *Rudyard Kipling***

Section 1: Philosophy and Ethics GCSE

Aims

- 1) To know the GCSE format.
- 2) To understand what your child needs to know and do.

DON'T BE
AFRAID.
JUST
BELIEVE.

MARK 5:36

“There is no path to
happiness:
happiness is the
path.” – Buddha



Exam information

- OCR Religious Studies B
- Philosophy and applied ethics- 4x papers
- From 2012
- 2 papers sat consecutively
- B601- Belief about Deity, Spiritual and religious Experience
- B602- Good and Evil, Science
- B603- Relationships and Medical Ethics
- B604- Peace and Justice, Media

Exam information

- Buddhism: Belief about Deity, Spiritual and religious Experience
- Buddhism: Good and Evil, Science
- Christianity: Relationships and Medical Ethics
- Christianity: Peace and Justice, Media

Paper structure

- Students have to answer 2 questions per paper. Each question consists of 5 parts.
 - a) 1 mark
 - b) 2 marks
 - c) 3 marks
 - d) 6 marks
 - e) 12 marks

<http://www.ocr.org.uk/Images/321370-question-paper-unit-b601-philosophy-1-deity-religious-and-spiritual-experience-end-of-life.pdf>

3 SPAG marks available for best d or e answer.

A-C questions (6 minutes)

- Simple sentences, bullet points, key terms.

D questions (6 minutes)

- 2 Paragraphs showing different views within the same religion.
- Quotes/teachings **must** be included
- PEEL paragraphs

E questions (15 minutes)

- 4 Paragraphs showing different views within the same religion, the views of another religion or atheist and your own view.
- Quotes/teachings **must** be included and life experiences for your own view.
- PEEL paragraphs

Leaves 3 minutes for re-reading

Examiners reports

- Incredibly useful and offers key advice
- Underutilised by students

Section 2: Revision Strategies

Aims

- 1) Have practical revision strategies

**The more that you read,
the more things you will know.
The more that you learn,
the more places you will go.
-- Dr. Seuss**

GOOD REVISERS

by @Inner_Drive
www.innerdrive.co.uk

POOR REVISERS

Eat breakfast



Skip breakfast

Sleep 8-10 hours a night



Get little sleep

Have regular bed times



Have inconsistent bed times

Get fresh air each day



Stay indoors all day

Exercise regularly



Do no exercise

Do past papers



Mostly revise highlighting "key" passages

Spread out their revision



Cram their revision

Keep a diary to capture negative thoughts



Dwell on worst case scenarios

Revise in a quiet environment



Revise while listening to music or TV

Drink water regularly



Forget to stay hydrated

Put their phone away during revision



Revise with their mobile phone next to them

Technique	Effectiveness	Description of Technique
Practice Testing	High	Self-testing or using past-exam questions while learning.
Distributed practice	High	Developing a schedule of revisions / learning activities over time.
Elaborative Interrogation	Moderate	Thinking about 'why' you have answered a question or creating an explanation for a response.
Self-explanation	Moderate	Linking new information to known information or using applied questions (problem based learning).
Interleaved Practice	Moderate	Developing a schedule that mixes different techniques during a period of study.
Summarisation	Low	Writing summaries of concepts / area of study.
Highlighting	Low	The use of highlighters or underlining while read / rereading.
Keyword Mnemonic	Low	Use of key terms / acronyms / images to associate with concepts to be learned.
Imagery	Low	Attempting to form mental images of materials while reading.
Rereading	Low	Revisiting text that has already been read.

Table 1: Learning techniques and their effectiveness adapted from Dunlosky et al (2013) pg 6.

Revision Timetable



Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
07:00							
08:00							
09:00							
10:00							
11:00							
12:00							
13:00							
14:00							
15:00							
16:00							
17:00							
18:00							
19:00							
20:00							
21:00							
22:00							
23:00							



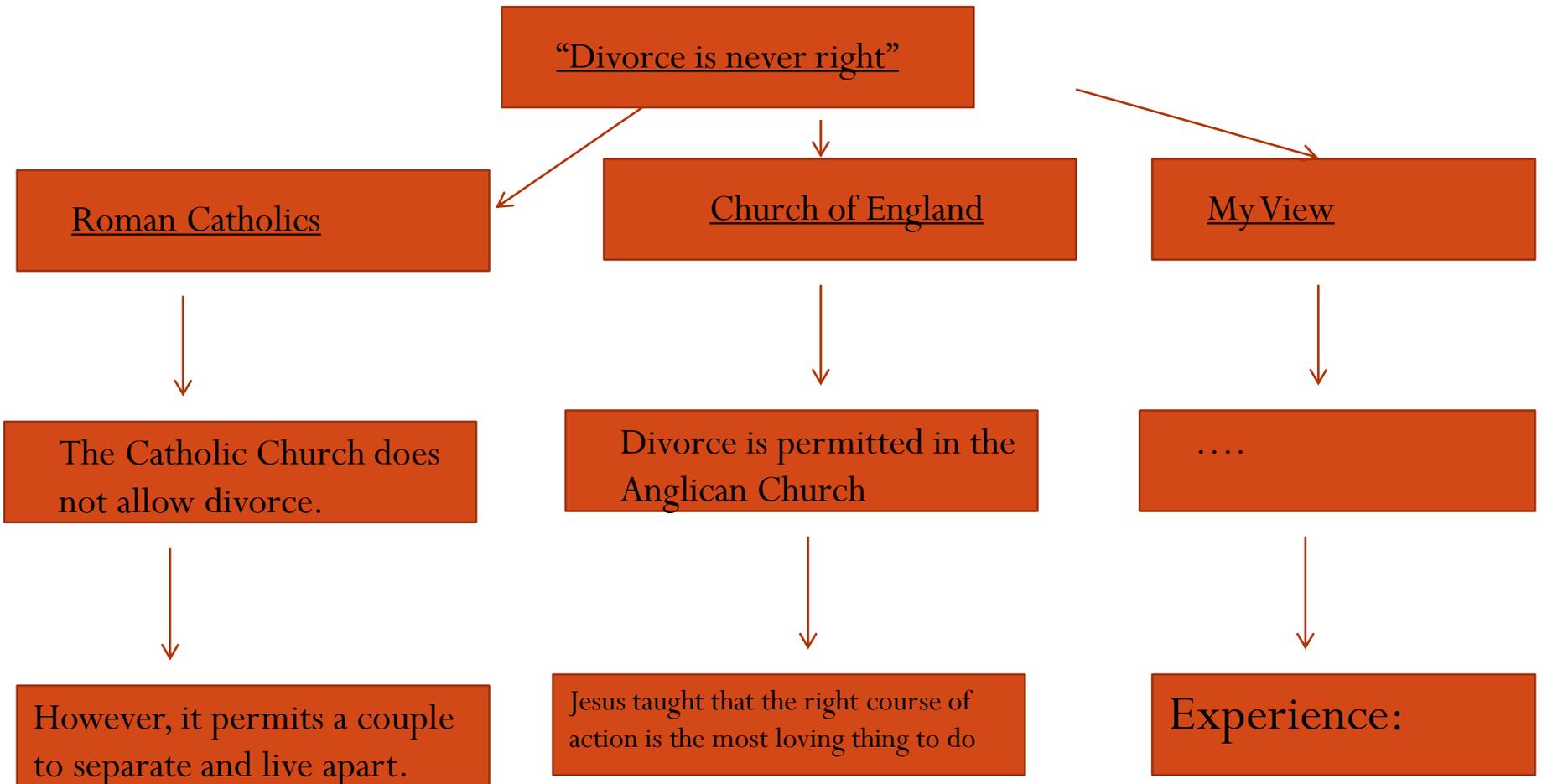
Flash Cards-

<http://www.cram.com/flashcards/test/christianity-relationships-7782086>

- Free to sign up
- Revision at every stage:
 - a) creating flash cards
 - b) Memorising the cards
 - c) Test option

Turn your notes into pictures or diagrams such as flow charts

- Perfect for E questions



Record notes and listen to them as often as possible.

Voice Recorder (FREE)

[View More by This Developer](#)

By TapMedia Ltd

Open iTunes to buy and download apps.



[View in iTunes](#)

 This app is designed for both iPhone and iPad

Description

Voice Recorder for the iPhone and iPad - 100% FREE.

FEATURES

[TapMedia Ltd Web Site](#) ▶ [Voice Recorder \(FREE\) Support](#) ▶

[...More](#)

What's New in Version 2.1

- Fixed iOS10 bugs
- UI changes

Teach it

- Teaching other people helps you to learn yourself.
- Select a topic that you need to revise and try teaching it to a friend or fellow student, or even to an imaginary person. The thinking you need to do to work out how you would explain a topic to someone else is very effective revision. You will quickly identify where gaps lie in your knowledge and understanding, and find the topics that you need to focus on for the exam or end-of-module assessment.
- Even if you can't meet other students, you can still get help from people who don't know anything about the subject, if they're willing.
- Explaining something to them helps you get it clear in your own mind.
- You can tell them 'What I've learned today'.
- They can ask you short questions from exam papers or that you've developed.

<http://www.bbc.co.uk/education/subjects/zb48q6f>



Revise



Test

Life after death (Buddhism)

1

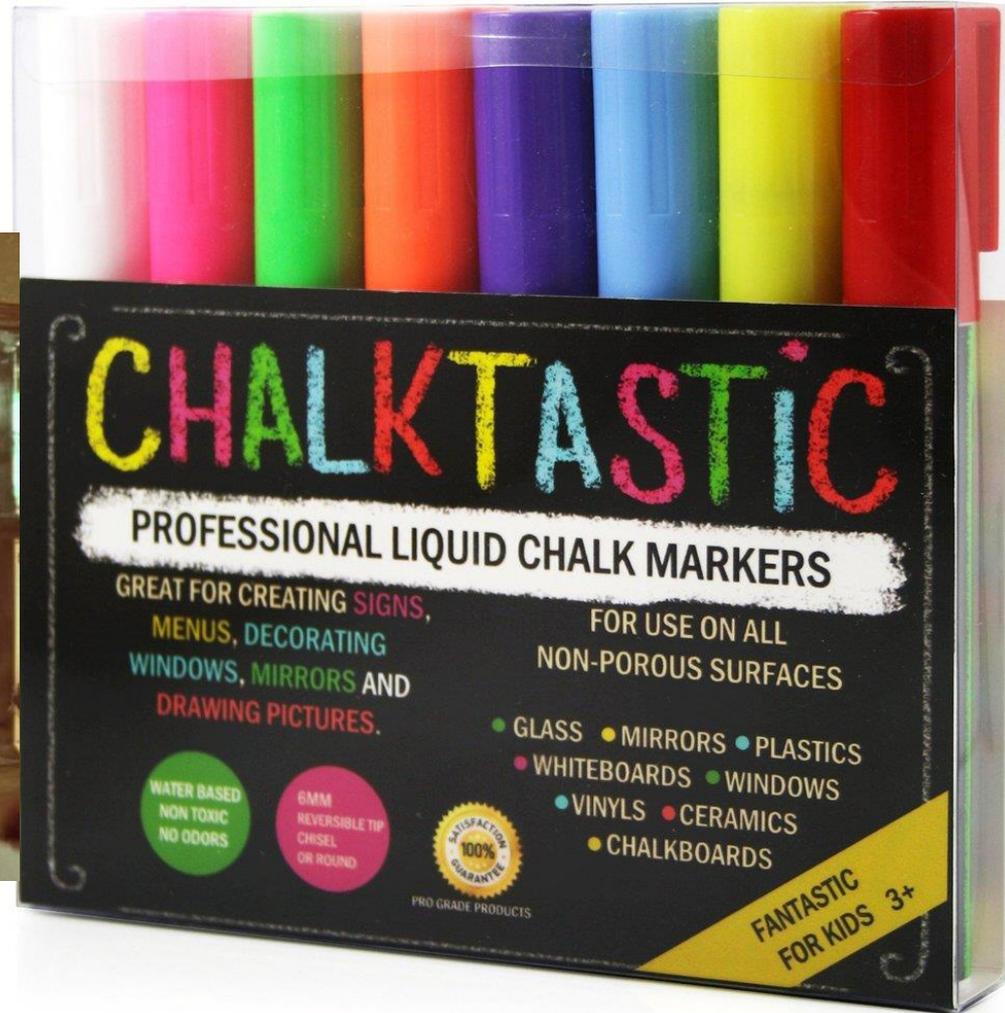
What is reincarnation?

- The religious belief that existence is a cycle of birth, life, death and rebirth
- The belief that Jesus rose from the dead two days after the crucifixion
- The belief that when a person dies they live on in the memories of other people

Window Pens - [https://www.amazon.co.uk/FANTASTIC-](https://www.amazon.co.uk/FANTASTIC-CHALKTASTIC-CHALK-PENS-MARKERS/dp/B01E94W40M/ref=sr_1_1?ie=UTF8&qid=1476544673&sr=8-1&keywords=window+chalk+pen)

[ChalkTastic-CHALK-PENS-](https://www.amazon.co.uk/FANTASTIC-CHALKTASTIC-CHALK-PENS-MARKERS/dp/B01E94W40M/ref=sr_1_1?ie=UTF8&qid=1476544673&sr=8-1&keywords=window+chalk+pen)

[MARKERS/dp/B01E94W40M/ref=sr_1_1?ie=UTF8&qid=1476544673&sr=8-1&keywords=window+chalk+pen](https://www.amazon.co.uk/FANTASTIC-CHALKTASTIC-CHALK-PENS-MARKERS/dp/B01E94W40M/ref=sr_1_1?ie=UTF8&qid=1476544673&sr=8-1&keywords=window+chalk+pen)



How to Highlight effectively ...

- 1) Variety of colours
- 2) One or two words at a time.
- 3) Do something with it



**DON'T EVEN BE
TEMPTED TO!**

HOW TO HIGHLIGHT

By Viola
@studybibrbunny

- Do not use one single-coloured highlighter
- Instead, try use several different colours
- Assign each colour a specific purpose
- This creates a colour coding system.
- Therefore making your your material easier to understand and learn

good
luck
mf

EXAMPLE OF A SYSTEM

- **Pink:** titles and headlines
- **Blue:** for terminology and vocab.
- **Green:** definitions and explanations of terminology (green explains blue)
- **Orange:** Examples of the term.
- **Yellow:** Other things, misc.

Tip; Use light
colours when
highlighting a lot
of text, like green

APPLYING IT TO A TEXT

Berries and fruit

The botanical definition of a **berry** is a **fleshy fruit** produced from a **single flower** and containing **one single ovary**. There are both poisonous and eatable berries. Some common eatable ones include **strawberries, tomatoes and peppers**.

Colour coded ideas

Buddhist attitudes towards Environmental issues

- 1) Pollution
- 2) 8 Fold Path
- 3) Right Action
- 4) Kamma
- 5) Dalai Lama Quote “our responsibility towards others to ensure that the world we pass on is healthy...”
- 6) “Give 3 reasons why some Buddhists believe we should care for our environment.” [3]

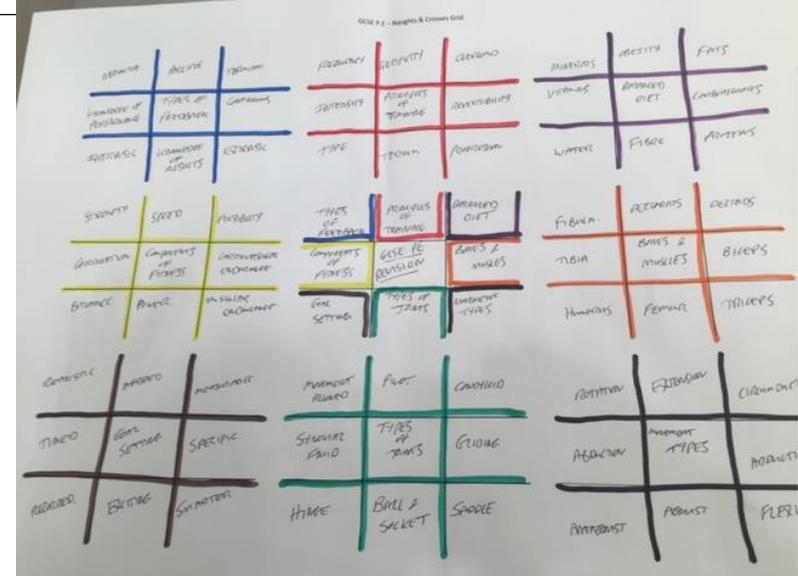


Make notes focused

<p>Name Date Class Period</p>	
<h2>Cornell Notes</h2>	
<ul style="list-style-type: none">• Main Idea• Key• Question (after notes are completed)	<ul style="list-style-type: none">• Key words & ideas• Important dates/people/places• Repeated/Stressed Info• Ideas/brainstorming written on board / overhead projector• Info from textbook/stories• Diagrams & Pictures• Formulas
<p>Summary of your notes in your own words</p>	

Noughts and Crosses

- Place 9 noughts and crosses grids on an A3 sheet of paper.
- In the centre grid identify 8 topic areas to revise and in the middle box a title or key topic area.
- Each topic area identified in the middle grid corresponds to one of the other 8 noughts and crosses grids.
- Pupils then have to place in each box a key word or term related to that topic area.
- This can be used as a retrieval activity or revision activity of key words.
- You can play where if you are putting your nought or cross in the box you must use the word in a sentence.



Examiners Reports-

<http://www.ocr.org.uk/Images/332634-examiners-report-june.pdf>

“Some candidates gave unnecessarily extended responses to these sections however, especially to part (c) of the question. This is likely to have affected their overall time management.”

“Just a few limited their chances to score highly by offering their opinions and evaluations to an issue. This is not required in (d) type questions.”

“Another positive development was that many students structured their (e) questions well. There was the use of a formulaic approach which did help students to structure their thoughts. The use of ‘linking’ language was quite sophisticated and enabled many students to show engagement in their writing, thereby achieving the top levels.”

“Also examiners saw an increase in knowledge from a different religion being incorporated into the answer. However, it could only be credited if it was adding to the argument with a different point of view.”

Practice Questions

Irrelevant Points

Relevant Points

MOST Relevant Points

Key Question:

What events led to the end of apartheid in South Africa?

Timed Mind maps

Key terms to define:

- Parable
- Kingdom ethics
- Justice
- Liberation theology

THE most important TEACHINGS of Jesus:

- "LOVE thy NEIGHBOUR as thyself"
- "Treat others as you would have them treat you" (GOLDEN RULE)
- "Love your enemies also"

KINGDOM ETHICS

- Jesus often referred to the "Kingdom of God"
- Many Christians have interpreted this as the ethical standard of the next world which they should try to replicate in this world
- The key idea is the linking of peace and justice. They each cannot exist without the other
- The key debate is how far each individual Christian must go to bring about the kingdom

KEY PARABLES of Jesus:

Jesus said that parables were the key to the Kingdom

- THE GOOD SAMARITAN,
- This answers the question: "Who is my neighbour?"

Everyone is a neighbour

Christian ethics: JUSTICE keys

USE these as a basis for thinking about:
Poverty, equality, war and criminal justice

LIBERATION THEOLOGY

Some Christians think that they have a duty to follow the example of Jesus in trying to live as though the Kingdom of God is to be realised on earth.

Like Jesus, they give up personal aspirations to identify with, and struggle for liberation with, the oppressed. Examples include:

- Martin Luther King
- Mother Teresa

Is this realistic for everyone?
Is their sacrifice worthwhile?

Key concept in Old Testament

- Genesis describes humans as "made in the image of God"
- All humans should therefore be treated and respected equally.

EXAMPLE of Jesus' life:

Jesus frequently befriended those who were social outcasts:

- Zaccheus, the tax collector
- Mary Magdalen (prostitute)
- He also healed the Roman Centurion's daughter

Repetition and Knowledge Recall

The background of the slide is a photograph of a sunset or sunrise. The sky is a deep, warm orange-brown color. In the upper half, several birds are silhouetted against the sky, flying in various directions. In the lower half, there are large, dark, billowing clouds that are illuminated from below, creating a dramatic, glowing effect. The overall mood is inspirational and serene.

**Repetition is the mother of
learning, the father of action,
which makes it the
architect of accomplishment.**

~Zig Ziglar

Section 3: Helping your child cope with year 11

Aims

- 1) Understanding the emotional cycle of year 11
- 2) Know a formula for conversations that can develop your child's skills and abilities, and boost their progress.
- 3) Be able to boost your child's resilience.



Coping Cycle- What to expect

NORMAL FUNCTIONING



Shock and Denial

- Avoidance
- Confusion
- Fear
- Numbness
- Blame

Anger

- Frustration
- Anxiety
- Imitation
- Embarrassment
- Shame

Depression and Detachment:

- Overwhelmed
- Blahs
- Lack of Energy
- Helplessness

Dialogue and Bargaining

- Reaching out to others
- Desire to tell one's story
- Struggle to find meaning for what has happened

RETURN TO MEANINGFUL LIFE



Acceptance

- Exploring options
- A new plan in place

- Empowerment
- Security
- Self-esteem
- Meaning

Adapted from Kubler-Ross, 1969

“Coaching is unlocking a person’s potential to maximise their performance; helping them to learn rather than teaching them.”

- Sir John Whitmore

Conversations

Aims of the Grow method:

- 1) To help your child to improve,
- 2) To show them that they are doing well,
- 3) Prevents mistakes being repeated,
- 4) To ensure goals are clear.

GOAL

- What do you want to achieve?
- Why is this important to you?
- Ensure the goal is: Specific, Measurable, Achievable, Relevant, Time-bound
- What short/medium term goals are needed in order to reach the end goal?

REALITY

- What is happening now / has happened?
- What is the current situation?
- Use open questions: ‘What? When? Where? Who? How? Why?’
- What have you tried or done to progress things so far?

OPTIONS

- What options do you have?
- What else could you do; what else could you try?
- What if...?
- I have a suggestion; would you like to hear it?

WILL DO

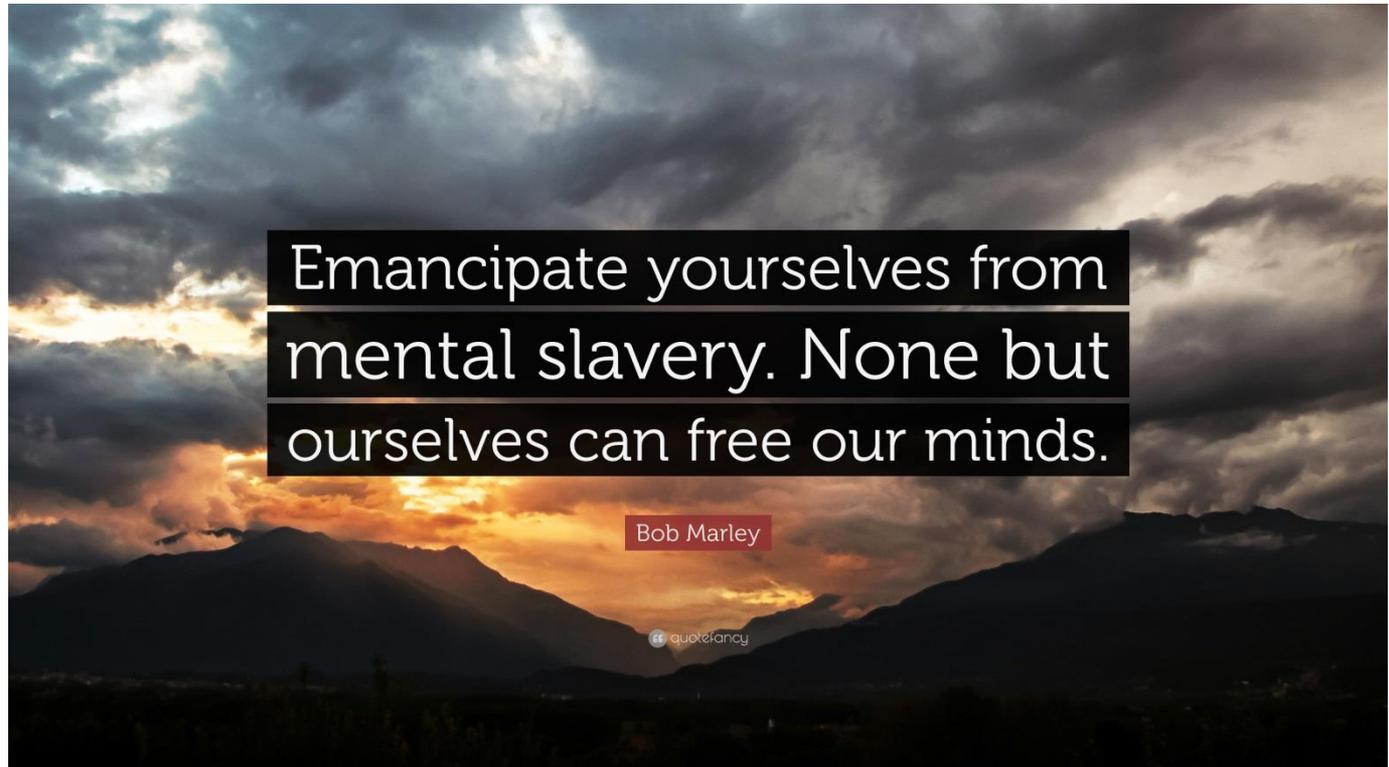
- Which options do you prefer and why?
- What are you actually going to do?
- When are you going to do it?
- How will you know that you have been successful?
- What obstacles might you face and how will you overcome them?
- What support do you need and how will you get it?

4 Elements of Resilience



Characteristics of Resilience

- 1) Positive
- 2) Confident
- 3) Focused
- 4) Creative
- 5) Flexible
- 6) Organised
- 7) Proactive



Emancipate yourselves from
mental slavery. None but
ourselves can free our minds.

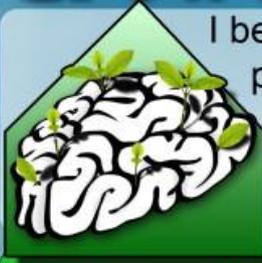
Bob Marley

quotefancy

Developing a Growth Mindset

The following info is adapted from Carol Dweck, World-renowned Stanford University psychologist's theory on changing our mindset.

Growth Mindset



I believe that my character, personality and intelligence can be developed. My true potential is unknown.

Fixed Mindset



I believe that my character, personality, potential and intelligence are carved in stone and determined at birth.

Desire

to push myself, take risks and constantly learn new things. I enjoy a challenge.

to look smart in every situation and to prove myself again and again. I must never fail.

Evaluation of situations

"Will it allow me to grow?"
"Will it help me to overcome challenges?"

"Will I succeed at it or fail?"
"Will it make me look intelligent or stupid?"

Attitude to setbacks

"I failed. I'll learn from it and move on."
"I'll try harder next time."

"I'm a failure."
"I knew I'd fail, I'm an idiot."

Attitude to challenges

I embrace challenges and persist when things get tough.

I avoid challenges. I get defensive and give up easily.

Effort

I believe that personal growth and learning require effort.

Why bother with effort? It's not going to change a thing.

Criticism

I try to learn from criticism. "What can I do to improve?"

I ignore criticism. I do things my way.

The success of others

I find lessons and inspiration in other people's successes.

I feel threatened by the successes of others. If they succeed, I fail.

Result...

They achieve ever-higher levels of success.

They plateau early, and never reach their full potential.

Free Revision resources

- A3 information sheets
- Christianity booklet
- Buddhism booklet
- Last years examiners' report
- Revision topics checklist
- Mindmaps