



Bentley Wood

High School for Girls

Philosophy Bridging Work

Year 10 into 11 for 2020/21

PHILOSOPHY



2016 specification
first exams in 2018

Learning Grids

For GCSE AQA A Religious Studies

Component 2: Theme B: Religion and Life

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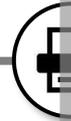
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This resource is cross-referenced to the following textbooks: Oxford University Press text *Course Companion, AQA GCSE Religious Studies Textbook* by Marianne Fleming, Peter Smith (ISBN 978-0-19-837033-8) and Hodder Education textbook *AQA GCSE Religious Studies Specification A and Sheila Butler* (ISBN 978-1-4447-8668-2). ZigZag Education is not affiliated with Oxford University Press or Hodder Education in any way nor is this publication authorised by, associated with, sponsored by any educational institutions unless explicitly stated on the front cover of this publication.

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Teacher's Introduction

These learning grids are a tool designed to help you deliver the GCSE AQA Religion Theme B. The concept is that your students are assigned a topic to learn about (e.g. to read from the Course Companion), possibly for homework, and then asked to complete the grids. These activities may be particularly useful for your weaker learners, who may find the requirement to find the information and the act of writing the answers down.

The grids cover the specification content comprehensively and are designed to assist your students should they be unable to answer correctly when they have studied the relevant topics. Each grid starts with a series of questions before progressing to a final, longer exam-style question that challenges the student on the topic and encourages them to draw on other applicable knowledge.

Completed grids are provided so that your students' answers can be marked or checked. You can hand them out to students during their revision or use them with answers they have written.

Throughout the learning grids there are a few questions that address material that is not in the specification. These are clearly marked as 'Additional' and the relevant publisher where they appear in the resource.

Advantages of using these learning grids are:

- Some students will find this method of studying of great value, particularly if they are struggling with the information in class.
- Completed grids contain a sample answer that may be useful for revision.
- They are an easy-to-set yet valuable homework.
- They are a useful catch-up tool to help students who have missed a lesson.
- They can be used as a basis for cover lessons that require minimal preparation for the cover teacher.
- They are an independent learning resource.

You may want to photocopy the sheets onto A3 paper, particularly for students who struggle with handwriting.



Word + PDF

Note that there is the option to pay an additional 30% to get this resource in PDF format and an additional 50% to get this resource in Word format. The latter allows you to edit the resource to suit your students, and also to put it on your intranet or VLE so students can fill in the grids during lessons.

For all formats the licence terms are that the purchasing institution can make unlimited copies for use by students and teachers officially registered at that site.

This edition supports students using the ZigZag Education *Theme B Religion and Ethics* (ZZBR/6843), *AQA GCSE Religious Studies A* textbook, by Marianne Fleming, Peter Fleming and Peter Higgs (Oxford University Press, 2016, ISBN 978-0-19-837033-8) and the *AQA GCSE Religious Studies B* textbook by Lesley Parry, Jan Hayes and Sheila Butler (Hodder Education, 2016, ISBN 978-1-4447-9444-4).

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1.1 Religion and Life: The Origins of the Universe



OUP: pp. 86–87
Hodder: pp. 259–265

ZZ: pp. 3–4

Question	Answers	
How do Christians believe the universe was created?		
What does it mean for something to be created 'ex nihilo'?		
Where in the Bible does it give an account of the creation of the universe? Give one biblical quote to support your answer.		
In how many days do Christians believe the universe was created?		
<p>How might a fundamentalist Christian understand the creation stories in the Bible compared to a liberal Christian?</p> 	Fundamentalist	
	Liberal	
How could interpretation of the Hebrew word <i>yom</i> affect Christian views on creation? (OUP)		
Explain the Big Bang theory.		

Question	Answers
What is the difference between the Christian creation account and the scientific account of the Big Bang?	
Why might fundamentalist Christians oppose the Big Bang theory?	
Is there any way to reconcile the Christian creation account with the Big Bang theory? 	

Question	Answers
<p>Exam-style Question Explain two ways in which Christians might interpret the creation account in Genesis 1. Refer to Scripture in your answer. (5 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>
<p>Some traditional or fundamentalist Christians choose...</p>	
<p>For example, examining Genesis 1:31...</p>	
<p>Many might even argue that modern scientific theory....</p>	
<p>If so, they are likely to regard ideas of the Big Bang or evolution as...</p>	
<p>They might also view the Genesis account as being more...</p>	
<p>One biblical passage that might support this interpretation is...</p>	
<p>This means that scientific theory...</p>	

1.2 Religion and Life: The Value of the World



OUP: pp. 88–89
Hodder: pp. 266

ZZ: pp. 5–6

Question	Answers
<p>What importance does the natural world have for Christians?</p>	
<p>What might Christians feel when observing the natural world?</p>	
<p>Explain the concept of stewardship.</p> 	
<p>Where in the Bible might one find support for Christians acting as stewards? Give and explain one example.</p>	<p>Bible passage:</p> <hr/> <p>Explanation:</p>
<p>What is meant by humans having dominion over the Earth?</p>	

Question	Answers
<p>Give and explain a biblical example that supports human beings having dominion.</p>	<p>Bible passage:</p> <hr/> <p>Explanation:</p>
<p>Why might some Christians believe stewardship is not important?</p>	
<p>Why might a humanist support the idea of stewardship?</p> 	

Question	Answers
<p>Exam-style Question Explain two religious beliefs about protecting the natural world. Give reference to Scripture in your answer. (5 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>
<p>One Christian belief about the natural world, often used to justify human beings' authority is that...</p>	
<p>This means that...</p>	
<p>Biblical evidence for this can be found in...</p>	
<p>Furthermore, this indicates human beings rule...</p>	
<p>Another Christian belief is that human beings have a responsibility...</p>	
<p>This concept is called...</p>	
<p>This means, rather than human beings taking the world for granted...</p>	
<p>Biblical evidence for this concept is found in...</p>	

1.3 Religion and Life: The Use and Abuse of the Environment



OUP: pp. 90–93
Hodder: pp. 267–273

ZZ: pp. 7–8

Question	Answers
<p>What are natural resources?</p> 	
<p>What responsibilities might a Christian have towards using natural resources?</p>	
<p>Explain the term sustainable development.</p>	
<p>What are fossil fuels? Give two examples.</p>	
<p>Why is it important to be careful of over-reliance on fossil fuels?</p>	
<p>Give an example of abuse of a non-renewable resource and explain why it is an issue for human beings today.</p>	

Question	Answers
<p>Why might Christians support the use of renewable energy sources?</p>	
<p>What could a Christian do in order to help the planet? Give three examples.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>What are two forms of pollution humans contribute to the environment?</p>	<p>1.</p> <p>2.</p>
<p>How does pollution relate to the Christian idea of stewardship?</p>	
<p>Why might some people disregard the issue of pollution?</p>	



Question	Answers	
<p>Exam-style Question</p>	<p>'Christians have a moral responsibility to prevent global warming.' Evaluate this statement giving reference to Christian teaching. (12 marks)</p>	
<p>Global warming is thought to be...</p>		
<p>Christians in particular are thought to have a duty to stop global warming from biblical teachings on...</p>		
<p>This teaching is also relevant to environmental issues such as...</p>		
<p>Christians therefore may feel that if global warming is not stopped...</p>		
<p>However some Christians disagree, arguing...</p>		
<p>For them, while there might be a responsibility...</p>		
<p>Advances in technology in particular...</p>		
<p>However this argument ignores the wider implications of global warming, as in many cases it...</p>		
<p>With advances in renewable energy and sustainable development, it can be argued that...</p>		
<p>Christians may argue therefore...</p>		

Use the sentence starters below to complete an answer to this question.

1.4 Religion and Life: The Use and Abuse of Animals



OUP: pp. 94–95
Hodder: pp. 274–276, 291

ZZ: pp. 9–13

Question	Answers
How are human beings different from animals in Christian belief?	
What biblical teachings are there on treating animals with respect? Give and explain one example.	<p>Bible passage:</p> <hr/> <p>Explanation:</p>
Give two different forms of animal experimentation.	<p>1.</p> <hr/> <p>2.</p>
What potential benefits to human beings can animal experimentation bring?	
Under what conditions could animal experimentation generally be acceptable? 	
Are there any current restrictions on animal experimentation in the UK?	

Question	Answers
Why might some people oppose animal experimentation?	
What is the Christian teaching on animal experimentation? Give at least one denomination's views.	
Could a Christian oppose animal experimentation on a religious basis?	

Question	Answers
<p>How do other religions compare to Christianity with their views on animal experimentation? Give one example.</p> 	
<p>What is the Christian teaching on eating meat?</p>	
<p>Give and explain an example of a Bible passage that supports eating meat.</p> 	<p>Bible passage:</p> <hr/> <p>Explanation:</p>

Question	Answers
Why might some people choose to not eat meat?	
Could a Christian oppose meat-eating on a religious basis?	
What is the difference between vegetarianism and veganism?	
What potential environmental benefits are there to not eating meat?	
The idea of dominion can also be seen as important and means that humans are...	
Therefore, considering evidence from the Bible...	

Question	Answers
<p>Exam-style Question</p> <p>‘Christians should be vegetarians.’ Evaluate this statement with reference to Christian teaching. (12 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>
<p>Traditionally meat-eating has been...</p>	
<p>There is a lot of biblical evidence such as...</p>	
<p>This means that traditionally within Christianity...</p>	
<p>For vegetarians reading the Bible therefore, passages such as Romans 14:3...</p>	
<p>Some liberal Christians nonetheless argue that despite these passages...</p>	
<p>In modern society, however, many people do not face issues of...</p>	
<p>Therefore, if Christians regard the concept of stewardship as the most important principle...</p>	
<p>However, one issue with this argument is that it might be possible to interpret the Bible differently,...</p>	

2.1 Religion and Life: The Origins of Life



OUP: pp. 96–97
Hodder: pp. 259–265

ZZ: pp. 15–16

Question	Answers	
<p>How do Genesis 1 and Genesis 2 describe the creation of human beings?</p>	<p>Genesis 1</p>	
	<p>Genesis 2</p>	
<p>How might fundamentalist and liberal Christians interpret this story?</p>	<p>Fundamentalist</p>	
	<p>Liberal</p>	
<p>Why might some traditional Christians view women as inferior due to the Genesis 2 account?</p>		
<p>Explain the theory of evolution by natural selection.</p> 		

Question	Answers
<p>Where did humans evolve from according to the theory of evolution?</p>	
<p>Why would fundamentalist Christians disagree with the theory of evolution?</p>	
<p>How might a more liberal Christian reconcile the theory of evolution with the Genesis creation accounts?</p> 	
<p>How might an atheist view the Genesis account in light of the theory of evolution?</p>	

Question	Answers
<p>Exam-style Question Explain two Christian beliefs about the theory of evolution. Give reference to Scripture in your answer. (5 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>
<p>Some Christians disagree with the theory of evolution as...</p>	
<p>This position is normally held by...</p>	
<p>These Christians might argue that Genesis 1 supports this belief as...</p>	
<p>More biblical evidence can be found in...</p>	
<p>On the other hand, more liberal Christians...</p>	
<p>They might see evolution as...</p>	
<p>Looking at the Genesis 1 account of creation...</p>	
<p>Therefore, for liberal Christians...</p>	

2.2 Religion and Life: Sanctity of Life, Quality of Life and Abortion



OUP: pp. 98–99

Hodder: pp. 277–282, 286–288, 290

ZZ: pp. 17–23

Question	Answers
What is abortion?	
Under what circumstances are women allowed to get an abortion in the UK?	
Explain what sanctity of life means to ordinary Christians.	
Give and explain a Bible passage that supports the idea of the sanctity of life.	Bible passage:
	Explanation:
What is meant by quality of life? 	

Question	Answers
<p>Why might some Christians oppose abortion?</p>	
<p>In what conditions might some Christians find abortion acceptable?</p>	
<p>What reasons might pro-choice people give for allowing abortion?</p> 	

Question	Answers
How do Christian denominations differ in their views on abortion?	
What problems might legalised abortion have within a country?	
How does our perception of what makes a person affect how human beings view abortion?	

Question	Answers
<p data-bbox="125 272 792 344">Describe and explain the teachings on abortion of one other religion you have studied.</p> 	

Question	Answers	
<p>Exam-style Question</p> <p>'Abortion is only acceptable if the mother's life is at risk.' Evaluate this statement giving reference to Christian teaching. (12 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>	
Traditionally Christians have...		
This is often thought because of the concept of...		
However critics have argued...		
Christians nevertheless believe that because...		
This is supported by biblical passages, such as...		
Many believe, therefore, a person gains a soul...		
However, it is important to consider what circumstances...		
If, for example, the unborn child...		
Some more liberal Christians therefore argue...		
Therefore, considering the different grounds for abortion and Christian teaching in the Gospels...		

2.3 Religion and Life: Euthanasia



OUP: pp. 100–101

Hodder: pp. 283–288, 290–291

ZZ: pp. 24–27

Question	Answers
Define euthanasia.	
<p data-bbox="125 579 555 651">Give and explain three different types of euthanasia.</p> 	<p data-bbox="824 416 853 443">1.</p> <p data-bbox="824 560 853 587">2.</p> <p data-bbox="824 703 853 730">3.</p>
<p data-bbox="125 935 707 1007">What forms can euthanasia take? Give and explain two.</p>	<p data-bbox="824 842 853 869">1.</p> <p data-bbox="824 986 853 1013">2.</p>
<p data-bbox="125 1206 734 1278">What is the current legal status of euthanasia in the UK?</p>	

Question	Answers
<p>What arguments can be given in favour of euthanasia?</p>	
<p>Why are Christians generally opposed to euthanasia?</p>	
<p>Give and explain a Bible passage that could be shown to condemn euthanasia.</p>	<p>Bible passage:</p> <hr/> <p>Explanation:</p>
<p>Are there any forms of euthanasia Christians might agree with?</p>	

Question	Answers
What might a Christian support instead of euthanasia for people suffering or near death?	
What religious benefits might Christians identify in suffering?	
Could Christians support euthanasia? What Bible teachings might they refer to?	

Question	Answers
<p data-bbox="125 244 674 316">How do other religions view euthanasia? Give one example.</p> 	

Question	Answers
<p>Exam-Style Question</p> <p>'Euthanasia is always morally wrong.' Evaluate this statement giving reference to Christian teaching in your answer. (12 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>
Traditionally Christian denominations have...	
For many Christians, the practice of it involves treating people with...	
This disagreement with euthanasia comes from the Christian principle that...	
However secular critics of this principle...	
Many hospitals already permit...	
Critics may argue from these practices that there is no meaningful difference...	
Liberal Christians may support these ideas, since both types of euthanasia involve the ending of...	
Nevertheless, conservative Christians may...	
Furthermore, they might argue that beyond euthanasia...	
Despite this possibility, there may be cases where hospice treatment...	
Therefore, while sanctity of life may be important...	

2.4 Religion and Life: Beliefs about Death and an Afterlife



OUP: pp. 102–103

Hodder: pp. 289

ZZ: pp. 28–30

Question	Answers	
<p>How do atheists and Christians differ in their beliefs on the afterlife?</p>		
<p>Describe two different beliefs Christians have about the afterlife.</p> 	<p>1.</p> <hr/> <p>2.</p>	
<p>How do Christians envision heaven and hell?</p>	<p>Heaven</p>	
	<p>Hell</p>	
<p>How might their belief in the afterlife affect the way Christians value human life?</p>		

Question	Answers
<p>Why might some Christians isolate themselves and avoid human desires?</p> 	
<p>How might atheists and those who don't believe in life after death value human life?</p>	
<p>How might different Christian views on salvation affect the way they live their lives?</p>	
<p>Give and explain one biblical passage that supports Christian belief in the afterlife.</p>	<p>Bible passage:</p> <hr/> <p>Explanation:</p>

Question	Answers
<p>Exam-Style Question Explain two ways Christian beliefs about the afterlife influence their everyday lives. Give reference to Scripture or sacred writings in your answer. (5 marks)</p>	<p>Use the sentence starters below to complete an answer to this question.</p>
<p>Many Christians still believe in the concepts of...</p>	
<p>Therefore, if a Christian interprets these concepts literally...</p>	
<p>Biblical evidence for this belief can be found at...</p>	
<p>For strict Christians therefore...</p>	
<p>On the other hand, Christians may react differently to the concept of...</p>	
<p>For them, this atonement means that there...</p>	
<p>For example, Roman Catholics believe in the concept of...</p>	
<p>This means that these Christians may place less emphasis on...</p>	



Year 10 into Year 11 Holiday Homework



Year 10 into Year 11 Holiday Homework

1. Religion and Life Learning Grid
2. Look through the topic checklists and choose 5 areas that you remember the least and create flashcards for each of these areas.
3. Pick **at least one** thing to do from the Student Enrichment Team and do it! (Watch a movie, listen to a podcast etc...)

1. Religion and Life Learning Grid

1.1 Religion and Life: The Origins of the Universe

OUP: pp. 86–87
Hodder: pp. 259–265

ZZ: pp. 3–4

Question	Answers	
How do Christians believe the universe was created?		
What does it mean for something to be created 'ex nihilo'?		
Where in the Bible does it give an account of the creation of the universe? Give one biblical quote to support your answer.		
In how many days do Christians believe the universe was created?		
How might a fundamentalist Christian understand the creation stories in the Bible compared to a liberal Christian? 	Fundamentalist	
	Liberal	
How could interpretation of the Hebrew word <i>yom</i> affect Christian views on creation? (OUP)		
Explain the Big Bang theory.		

- You will need to fill in 30 pages like this.
- You **must not** fill in parts of the grid with one or two words- always explain your answers.
- Use examples and quotes!

Create flashcards to help you revise these areas:

What is the First Cause Argument also known as?
The Cosmological Argument

What is the First Cause Argument trying to prove?
That God exists!

Name two types of general revelation?
Scripture and nature

- Make lots and lots of flashcards.
- Keep each flashcard simple and direct!

3. Pick **at least one** thing to do from the Student Enrichment Team and do it! (Watch a movie, listen to a podcast etc...)



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- This homework is due in the first Religious Studies lesson in September.
- Upload it into Assignments or hand in a physical copy if you did it by hand.
- Students who fail to hand in an adequate piece of work will be put into a Religious Studies Intervention Group. This means their parents will be contacted and they will have to attend additional Religious Studies lessons.

Theme: Buddhism- Beliefs



Checklist

Topic	Level of confidence		
	Low	Intermediate	High
The Buddha's life and its significance: <ul style="list-style-type: none"> • the birth of the Buddha and his life of luxury • the Four Sights: illness, old age, death, holy man (Jataka 075) • the Buddha's ascetic life • the Buddha's Enlightenment. 			
The Four Noble Truths			
The concept of Dhamma (Dharma).			
The concept of dependent arising (paticcasamupada)			
The Three Marks of Existence			
The human personality, in the Theravada and Mahayana traditions: <ul style="list-style-type: none"> •Theravada: the Five Aggregates (skandhas). •Mahayana: sunyata, the possibility of attaining Buddhahood and Buddha-nature. 			
Human destiny: <ul style="list-style-type: none"> •Arhat / Bodhisattva. Buddhahood and the Pure Land. 			



Some important key terms:

Anatta	Anicca	Dukkha	Theravada	Rebirth/ samsara
Ascetic	Arhat	Enlightenment	Mahayana	Tanha
Bodhisattva	Compassion/ karuna	Kamma/ karma	Nibbana/ Nirvana	Buddhahood
Dependent arising/ Paticcasamupada	Dhamma	Loving kindness/ Metta	Sunyata / emptiness	Buddha



Some quotes:

		Topic (suggestion)
The Buddha [Sutta Nipata]	"The world is afflicted by death and decay. But the wise do not grieve, having realized the nature of the world."	Samsara/ Nibbana
Pali canon, upadhi dukkhassa mūlanti	"Attachment is the root of suffering."	The 4 Noble Truths / Dukkha
The Buddha in the Dhammapada	"Drop by drop is the water pot filled. Likewise, the wise man, gathering it little by little, fills himself with good."	The Path to Enlightenment / Kamma

Can you think of other quotes / teachings that might be relevant for this section? Explain what it means and how you would use it.

Quote	Explanation/Topic

Task: On the back of the paper, create a mind-map of the section you feel less confident about (regarding this theme). Make it as detailed as possible.

Study tip: Building a revision timetable can add structure to your revision techniques and help you identify which topics you need to prioritise

Theme: Buddhism- Practices



Checklist

Topic	Level of confidence		
	Low	Intermediate	High
The nature, use and importance of Buddhist places of worship including temples, shrines, monasteries (viharas), halls for meditation or learning (gompas) and their key features including Buddha rupa, artefacts and offerings.			
Puja, the significance and role of puja/devotional ritual in the home and in the temple, including chanting, both as a devotional practice and as an aid to mental concentration, mantra recitation, use of malas.			
Meditation, the different aims, significance and methods of meditation: <ul style="list-style-type: none"> •Samatha (concentration and tranquillity) including mindfulness of breathing •Vipassana (insight) including zazen •the visualisation of Buddhas and Bodhisattvas. 			
The practice and significance of different ceremonies and rituals associated with death and mourning in Theravada communities and in Japan and Tibet.			
Festivals and retreats and their importance to Buddhists in Great Britain today, including the celebrations, origins and significance of: (Wesak and Parinirvana Day).			
Ethical teaching: kamma (karma) and rebirth. Compassion (karuna). Loving kindness (metta).			
The five moral precepts			
The six perfections in the Mahayanan tradition			



Some important key terms:

Viharas	Dukkha	Mantra recitation	Rebirth
Bodhisattva	Enlightenment	Buddha rupa	Wesak AND Parinirvana Day
Compassion/ karuna	Kamma/ karma	Nibbana/ Nirvana	Samatha
Dhamma	Loving kindness/ Metta	Puja	Vipassana

Some quotes:

		Topic (suggestion)
Buddha (Dhammapada, Verse 282)	"Meditation brings wisdom; lack of meditation leaves ignorance."	Meditation
The Buddha (Dhammapada, Verse 270)	"By not harming living beings one is called noble."	Ahimsa / loving kindness / compassion / 1 st of the 5 Precepts
The Buddha (Sutta Nipata)	"The world is afflicted by death and decay. But the wise do not grieve, having realized the nature of the world."	Death / funerals / anicca / enlightened

Can you think of other quotes / teachings that might be relevant for this section? Explain what it means and how you would use it.

Quote	Explanation/Topic

Task: On the back of the paper, create a mind-map of the section you feel less confident about (regarding this theme). Make it as detailed as possible.



Top tip: create your own exam questions for this unit and try to answer them.

Theme: Christianity- Beliefs



Checklist

Topic	Level of confidence		
	Low	Intermediate	High
God as omnipotent, loving and just, and the problem of evil and suffering			
The oneness of God and the Trinity: Father, Son and Holy Spirit.			
Different Christian beliefs about creation including the role of Word and Spirit			
Different Christian beliefs about the afterlife and their importance, including: resurrection and life after death; judgement, heaven and hell.			
The incarnation and Jesus as the Son of God			
The crucifixion, resurrection and ascension			
Sin, including original sin			
The means of salvation, including law, grace and Spirit			
The role of Christ in salvation including the idea of atonement.			



Some important key terms:

Ascension	Crucifixion	Omnipotent, omniscient, omnibenevolent, omnipresent, just, immanent, transcendent
Atonement	Incarnation	Resurrection
Creation	Judgement	Salvation
Trinity	Sin	The Oneness of God



Some quotes:

		Topic (suggestion)
1 John 4:8	"Whoever does not love does not know God, for God is love."	The nature of God
Proverbs 15:3	"The LORD sees what happens everywhere; he is watching us, whether we do good or evil."	Sin/ life after death; judgement, heaven and hell.
Nicene Creed	We believe in one God, the Father, the Almighty, maker of heaven and earth, (...)We believe in one Lord, Jesus Christ, the only Son of God (...)We believe in the Holy Spirit, the Lord, the giver of life.	The Trinity

Can you think of other quotes / teachings that might be relevant for this section? Explain what it means and how you would use it.

Quote	Explanation/Topic

Task: On the back of the paper, create a mind-map of the section you feel less confident about (regarding this theme). Make it as detailed as possible.

stretch
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Top tip: create your own exam questions for this unit and try to answer them.

Theme B: Religion and Life



Checklist

Topic	Level of confidence		
	Low	Intermediate	High
The origins of the universe, including: - religious teachings about the origins of the universe, and different interpretations of these - the relationship between scientific views, such as the Big Bang theory, and religious views.			
The value of the world and the duty of human beings to protect it, including religious teaching about stewardship, dominion, responsibility, awe and wonder.			
The use and abuse of the environment, including the use of natural resources, pollution.			
The use and abuse of animals, including: - animal experimentation - the use of animals for food.			
The origins of life, including: - religious teachings about the origins of human life, and different interpretations of these - the relationship between scientific views, such as evolution, and religious views.			
The concepts of sanctity of life and the quality of life.			
Abortion, including situations when the mother's life is at risk.			
Ethical arguments related to abortion, including those based on the sanctity of life and quality of life.			
Euthanasia.			
Beliefs about death and an afterlife, and their impact on beliefs about the value of human life.			



Some important key terms:

Abortion	Afterlife	Animal rights	Big Bang Theory
Charles Darwin	Conception	Conservation	Dominion
Evolution	Euthanasia	Natural resources	Stewardship
Natural selection	Quality of life	Sanctity of life	Right to die



		Topic (suggestion)
Genesis 1:28	God made the world and gave the duty of stewardship to humans	Stewardship / creation/ environment
Qur'an	Neither kill nor destroy yourself	Abortion / Euthanasia / sanctity of life
Guru Granth Sahib	All life is sacred and should be respected	Animal rights / abortion / sanctity of life

Explain these 2 theories:

	Explanation + evidence
Big Bang	
Evolution	

Task: On the back of the paper, create a mind-map of the section you feel less confident about (regarding this theme). Make it as detailed as possible.



Top tip: create your own exam questions for this unit and try to answer them.

Theme C: The existence of God and revelation



Checklist

Topic	Level of confidence		
	Low	Intermediate	High
The Design argument, including its strengths and weaknesses.			
The First Cause argument, including its strengths and weaknesses.			
The argument from miracles, including its strengths and weaknesses, and one example of a miracle.			
Evil and suffering as an argument against the existence of God.			
Arguments based on science against the existence of God.			
Special revelation as a source of knowledge about the divine (God, gods or ultimate reality) including visions and one example of a vision.			
Enlightenment as a source of knowledge about the divine.			
General revelation: nature and scripture as a way of understanding the divine.			
Different ideas about the divine that come from these sources: <ul style="list-style-type: none"> • omnipotent and omniscient • personal and impersonal • immanent and transcendent. 			
The value of general and special revelation and enlightenment as sources of knowledge about the divine, including: <ul style="list-style-type: none"> • the problems of different ideas about the divine arising from these experiences • alternative explanations for the experiences, and the possibility that the people who claimed to have them were lying or mistaken. 			



Some important key terms:

Agnostic	Atheist	Teleological argument	First cause
General revelation	Theist	Cosmological argument	Immanent
Special revelation	Miracles	Thomas Aquinas	Transcendent
Revelation	Enlightenment	William Paley	Ultimate reality



		Topic (suggestion)
John 1:14 NRSV	'And the Word became flesh and lived among us, and we have seen his glory, the glory as of a father's only son, full of grace and truth.'	Immanent
St Paul (Saul)	Example of Visions: A blinding light, accompanied by Jesus' voice from heaven.	Revelation / Special revelation
Jeremiah 10:12 NRSV	'It is he who made the earth by his power'	Omnipotence / creator / first cause

Can you think of miracles that might be relevant for this section?

Example of miracle	Explanation

Task: On the back of the paper, create a mind-map of the section you feel less confident about (regarding this theme). Make it as detailed as possible.

stretch
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Top tip: create your own exam questions for this unit and try to answer them.

Theme D: Religion, peace and conflict



Checklist

Topic	Level of confidence		
	Low	Intermediate	High
The meaning and significance of: peace • justice • forgiveness • reconciliation.			
Violence, including violent protest.			
Terrorism.			
Reasons for war, including greed, self-defence and retaliation.			
The just war theory, including the criteria for a just war.			
Holy war			
Pacifism.			
Religion and belief as a cause of war and violence in the contemporary world.			
Nuclear weapons, including nuclear deterrence.			
The use of weapons of mass destruction			
Religion and peace-making in the contemporary world including the work of individuals influenced by religious teaching.			
Religious responses to the victims of war including the work of one present day religious organisation.			



Some important key terms:

Civil war	Conflict	Conventional warfare	Forgiveness
Genocide	Holy War	Humanitarian organisation	Justice
Just War	Nuclear weapons/war	Pacifism	Protest
Reconciliation	Retaliation	Terrorism	Weapons of mass destruction



		Topic (suggestion)
Matthew 5:9 NRSV	'Blessed are the peacemakers, for they will be called children of God.'	Forgiveness; Pacifism.
Matthew 5:44 NRSV		
Qur'an 2:190	'Fight in the cause of Allah those who fight you, but do not transgress limits; for Allah loveth not transgressors.'	

Task: On the back of the paper, create a mind-map of the section you feel less confident about (regarding this theme). Make it as detailed as possible.

stretch
& CHALLENGE

Top tip: create your own exam questions for this unit and try to answer them.