Zig Zag Education

2016 specification first exams in 2018

Keyword Activities
for A Level Year 2 Eduqas
Religious Studies

Component 2: Philosophy of Religion

I Geddes

DB5/ 10097

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Contents

Summary of Topics

	Topic Title	Spec reference
1	Religious belief as a product of the human mind – Sigmund Freud	Theme 2, D
2	Religious belief as a product of the human mind – Carl Jung	Theme 2, E
3	Issues relating to rejection of religion	Theme 2, F
4	The influence of religious experience on religious practice and faith	Theme 3, D
5	Miracles	Theme 3, E
6	A comparative study of two key scholars from within and outside the Christian tradition and their contrasting views on the possibility of miracles	Theme 3, F
7	Inherent problems of religious language	Theme 4, A
8	Religious language as cognitive (traditional religious view), but meaningless (logical positivists' point of view)	Theme 4, B
9	Religious language as non-cognitive and analogical	Theme 4, C
10	Religious language as non-cognitive and symbolic	Theme 4, D
11	Religious language as non-cognitive and mythical	Theme 4, E
12	Religious language as a language game	Theme 4, F

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **A Level Year 2 Eduqas Religious Studies** specification (**A120P**) for **Component 2: Philosophy of Religion**. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the learning aims for the topic:

Challenges to religious belief – religious belief as a product of the human mind
- Sigmund Freud
- Carl Jung
- Issues relating to rejection of religion

Religious experience
- Influence on religious practice and faith
- Miracles
- A comparative study of two key scholars and their views on the possibility of miracles

Religious language (1)
- Problems of religious language
- Religious language as cognitive but meaningless
- Religious language as non-cognitive and analogical

Religious language (2)
- Religious language as non-cognitive and symbolic
- Religious language as non-cognitive and mythical
- Religious language as a language game

For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the **Crosswords** as homework for one topic, and the **Match-up** as a starter for another.

Alternatively, differentiate the activity for a given topic; for example, you might want to give your stronger students the **Crosswords** early on while you start weaker learners on the **Match-up** (where terms and definitions are both available). **Domino** and **Bingo** activities add an element of fun and reinforcement, as well as potential for pair and group work. Finally, the **Flash Cards** come into their own for revision and the **Table-fill** and **Write Your Own Glossary** allow students to test their understanding by correctly filling in keywords or definitions.

For more information about the different activities included, see overleaf →

Digital Format!

All of the activities are provided electronically on the accompanying CD. To use on a school network, the entire contents of the CD need to be copied and pasted into an accessible location.
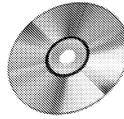
Providing easy access to the activities are two HTML menus:

1. *Access All* **Menu** →

    Location: **index.html**

    This menu, designed primarily for teacher use, includes links to everything provided on the CD – allowing you to easily select what you need when preparing your lessons.

    If you intend to give learners access to this menu, then be aware that it includes links to the solutions.
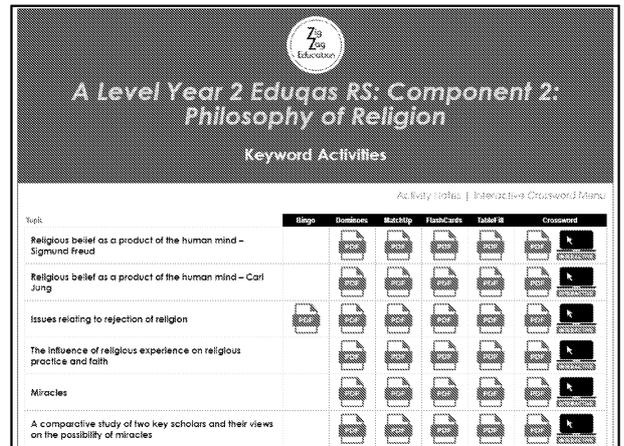
2. *Interactive Crossword* **Menu** →

   Location: **interactive-crosswords/index.html**

    This menu, which can be accessed via the *Access All* Menu, is included to allow learner access to just the interactive crosswords (without the answers).

Free Updates!

Register your email address to receive any future free updates* made to this resource or other RS resources your school has purchased, and details of any promotions for your subject.

* resulting from minor specification changes, suggestions from teachers and peer reviews, or occasional errors reported by customers

Go to **zzed.uk/freeupdates**
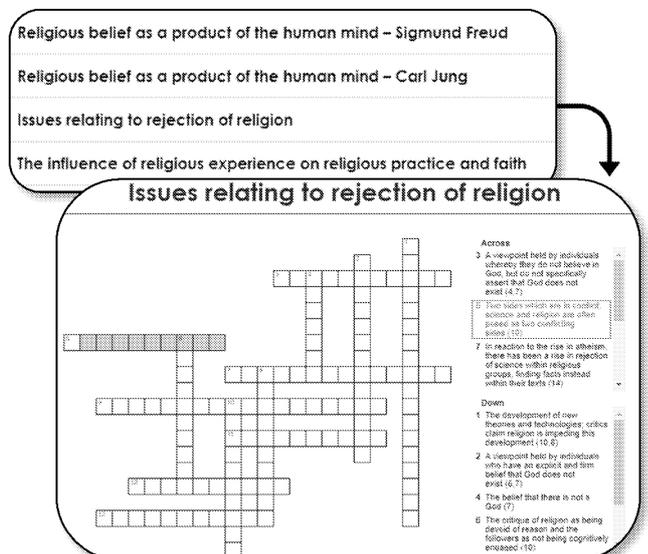
Activity Types

All activities are provided as PDF files, allowing for easy printing and sharing on your school's internal network or VLE. All the single-page activities (*Crosswords*, *Match-up* and *Table-fill*), as well as the solutions, are also provided on paper.

The activities included in this resource are as follows:

Bingo

Each student is given a different bingo card containing a selection of words from the set. The teacher reads the definitions using the Keyword Answers and the students must match the definitions to the words on their card to complete rows, columns, and the full bingo card. The bingo activity is available for sets with 12 or more words.

✓ PDF

Crosswords

These traditional keyword activities are equally effective as lesson or homework activities – and are also an excellent way to ease students into their revision programme.

✓ PDF   ✓ PAPER

In addition to the photocopiable worksheets and PDF, the crosswords are provided in interactive format on the accompanying CD-ROM. These are web-based (HTML5) and will run straight from your Internet browser.

Dominoes

This is essentially another match-up activity, but this one is designed to be used in a more active way to engage students. It is recommended that students work in pairs or small groups.

✓ PDF

Half of each card contains a keyword, and the other contains a description. To complete the activity, students must align all the cards in the correct order. There is a 'Start' and a 'Finish', meaning that if any cards are left outside of the chain, then students have gone wrong somewhere.

Match-up

Students match descriptions to their keywords by drawing lines between them. Because there are similar descriptions and keywords, students are likely to make the odd mistake while completing the activity, so it is recommended that they use a pencil to start with! By eliminating the keywords that they are familiar with, students can then think about and learn the ones that they are less confident with.

✓ PDF   ✓ PAPER

Flash Cards

These are a helpful revision tool. To make the cards, fold the page in half, then cut each card and stick together so the keyword is on one side and the definition on the other. In addition, students could use these to play a game of pairs. Cut each card in two and place all the cards face down on the table. Students will then take it in turns to turn over two cards with the aim of matching up a keyword to its definition. Matched-up cards are removed and the game is finished when all the cards have been matched.

✓ PDF

Table-fill

Nothing fancy – students simply write the keyword which is being described, without any other help. Because this activity tests the students' own knowledge, it is best used as a homework activity at the end of each topic or during revision. This then acts as a check that students have grasped the key terminology for each topic. Alternatively, they could be given to students at the beginning of the topic, to see what they already know.

✓ PDF   ✓ PAPER

Write Your Own Glossary

Like the Table-fill, this activity can be used to test students before learning a topic, or as a revision tool after learning a topic. Students are given a list of keywords and need to produce their own definitions. Using Table Fill and Write Your Own Glossary, lessons can be differentiated for all levels of learner.

✓ PDF

Selected Activities and Completed Glossary Page

This sample shows <u>one</u> example of several activities.
The whole resource contains approximately 110 activities –
6 or 7 activities for each of the 12 topics.

The resource covers 134 key terms.

Issues relating to rejection of religion (Table Fill)

The belief that the existence of God is a fundamentally unknowable proposition	
The belief that there is not a God	
The belief that there is not a God, and that religion should not exist	
The belief that there is no God and that those who believe there is should be corrected	
A viewpoint held by individuals whereby they do not believe in God, but do not specifically assert that God does not exist	
A viewpoint held by individuals who have an explicit and firm belief that God does not exist	
This is a term coined by Richard Dawkins referring to the childish nature he believes religion has	
The development of new theories and technologies; critics claim religion is impeding this development	
The critique of religion as being devoid of reason and the followers as not being cognitively engaged	
Two sides which are in conflict; science and religion are often posed as two conflicting sides	
A defence of religious beliefs by engaging in debate with those who oppose religious ideas	
The promotion of beliefs and ideas	
In reaction to the rise in atheism, there has been a rise in rejection of science within religious groups, finding facts instead within their texts	

Issues relating to rejection of religion *(Match Up)*

1	A defence of religious beliefs by engaging in debate with those who oppose religious ideas
2	A viewpoint held by individuals whereby they do not believe in God, but do not specifically assert that God does not exist
3	A viewpoint held by individuals who have an explicit and firm belief that God does not exist
4	In reaction to the rise in atheism, there has been a rise in rejection of science within religious groups, finding facts instead within their texts
5	The belief that the existence of God is a fundamentally unknowable proposition
6	The belief that there is no God and that those who believe there is should be corrected
7	The belief that there is not a God
8	The belief that there is not a God, and that religion should not exist
9	The critique of religion as being devoid of reason and the followers as not being cognitively engaged
10	The development of new theories and technologies; critics claim religion is impeding this development
11	The promotion of beliefs and ideas
12	This is a term coined by Richard Dawkins referring to the childish nature he believes religion has
13	Two sides which are in conflict; science and religion are often posed as two conflicting sides

Agnosticism	
Atheism	
Neo-atheism	
Antitheism	
Weak Atheism	
Strong Atheism	
Infantile World View	
Scientific Progress	
Irrational	
Opposition	
Apologetic	
Evangelism	
Fundamentalism	

Issues relating to rejection of religion *(Flash Cards)*

The belief that the existence of God is a fundamentally unknowable proposition	**Agnosticism**

The belief that there is not a God	**Atheism**

The belief that there is not a God, and that religion should not exist	**Neo-atheism**

The belief that there is no God and that those who believe there is should be corrected	**Antitheism**

A viewpoint held by individuals whereby they do not believe in God, but do not specifically assert that God does not exist	**Weak Atheism**

A viewpoint held by individuals who have an explicit and firm belief that God does not exist	**Strong Atheism**

This is a term coined by Richard Dawkins referring to the childish nature he believes religion has	**Infantile World View**

The development of new theories and technologies; critics claim religion is impeding this development	**Scientific Progress**

The critique of religion as being devoid of reason and the followers as not being cognitively engaged	**Irrational**

Two sides which are in conflict; science and religion are often posed as two conflicting sides	**Opposition**

Issues relating to rejection of religion *(Dominoes)*

|	
– START –	The belief that the existence of God is a fundamentally unknowable proposition
Agnosticism	The belief that there is not a God
Atheism	The belief that there is not a God, and that religion should not exist
Neo-atheism	The belief that there is no God and that those who believe there is should be corrected
Antitheism	A viewpoint held by individuals whereby they do not believe in God, but do not specifically assert that God does not exist
Weak Atheism	A viewpoint held by individuals who have an explicit and firm belief that God does not exist
Strong Atheism	This is a term coined by Richard Dawkins referring to the childish nature he believes religion has
Infantile World View	The development of new theories and technologies; critics claim religion is impeding this development
Scientific Progress	The critique of religion as being devoid of reason and the followers as not being cognitively engaged
Irrational	Two sides which are in conflict; science and religion are often posed as two conflicting sides

Issues relating to rejection of religion
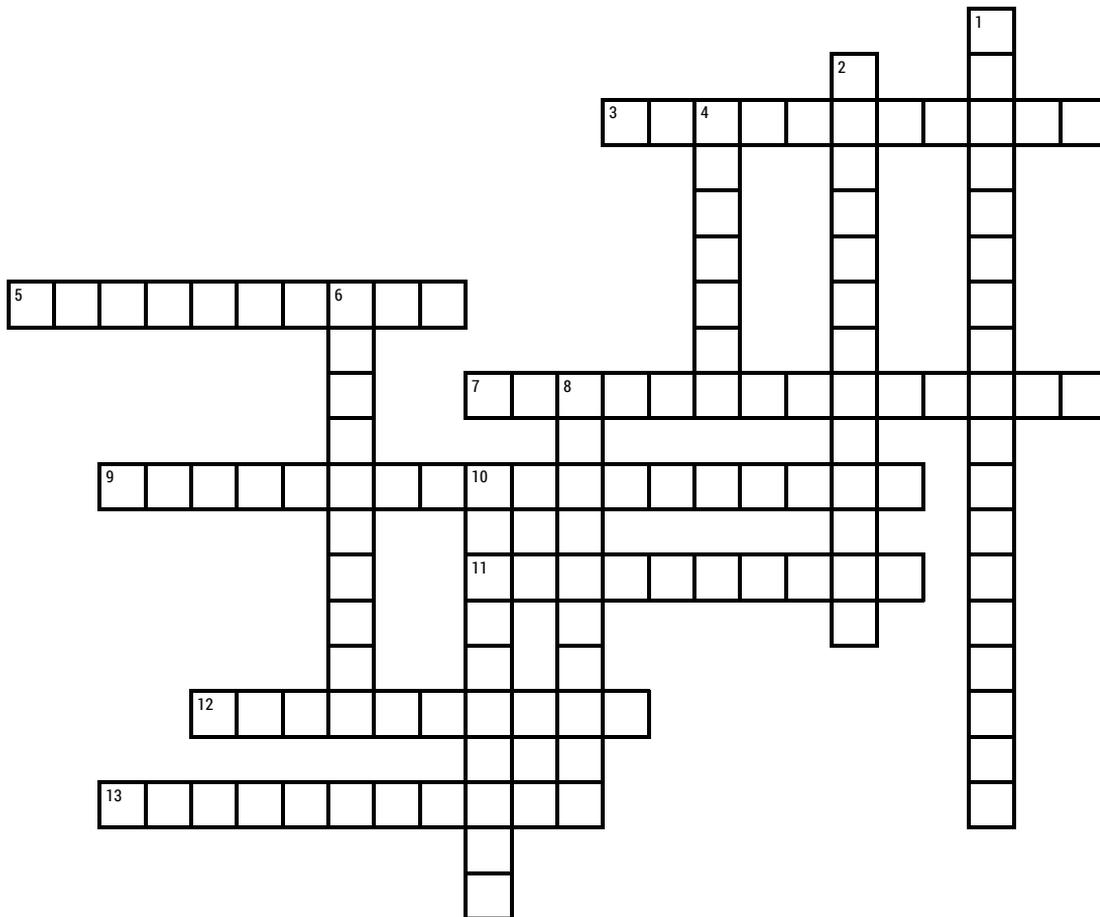
Across

3 A viewpoint held by individuals whereby they do not believe in God, but do not specifically assert that God does not exist (4,7)

5 Two sides which are in conflict; science and religion are often posed as two conflicting sides (10)

7 In reaction to the rise in atheism, there has been a rise in rejection of science within religious groups, finding facts instead within their texts (14)

9 This is a term coined by Richard Dawkins referring to the childish nature he believes religion has (9,5,4)

11 The belief that there is no God and that those who believe there is should be corrected (10)

12 A defence of religious beliefs by engaging in debate with those who oppose religious ideas (10)

13 The belief that the existence of God is a fundamentally unknowable proposition (11)

Down

1 The development of new theories and technologies; critics claim religion is impeding this development (10,8)

2 A viewpoint held by individuals who have an explicit and firm belief that God does not exist (6,7)

4 The belief that there is not a God (7)

6 The critique of religion as being devoid of reason and the followers as not being cognitively engaged (10)

8 The belief that there is not a God, and that religion should not exist (3-7)

10 The promotion of beliefs and ideas (10)

Issues relating to rejection of religion (Bingo)

Weak Atheism	*Opposition*	**Antitheism**
Atheism	*Scientific Progress*	**Fundamentalism**
Strong Atheism	*Irrational*	**Evangelism**

Additional Terms:

1. ....
2. ....
3. ....
4. ....

Issues relating to rejection of religion (Bingo)

Opposition	*Scientific Progress*	*Irrational*
Neo-atheism	**Apologetic**	**Infantile World View**
Strong Atheism	**Agnosticism**	**Weak Atheism**

Additional Terms:

1. ....
2. ....
3. ....
4. ....

Issues relating to rejection of religion

Agnosticism	The belief that the existence of God is a fundamentally unknowable proposition
Atheism	The belief that there is not a God
Neo-atheism	The belief that there is not a God, and that religion should not exist
Antitheism	The belief that there is no God and that those who believe there is should be corrected
Weak Atheism	A viewpoint held by individuals whereby they do not believe in God, but do not specifically assert that God does not exist
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Infantile World View	This is a term coined by Richard Dawkins referring to the childish nature he believes religion has
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Irrational	The critique of religion as being devoid of reason and the followers as not being cognitively engaged
Opposition	Two sides which are in conflict; science and religion are often posed as two conflicting sides
Apologetic	A defence of religious beliefs by engaging in debate with those who oppose religious ideas
Evangelism	The promotion of beliefs and ideas
Fundamentalism	In reaction to the rise in atheism, there has been a rise in rejection of science within religious groups, finding facts instead within their texts