Zig Zag Education

2016 specification
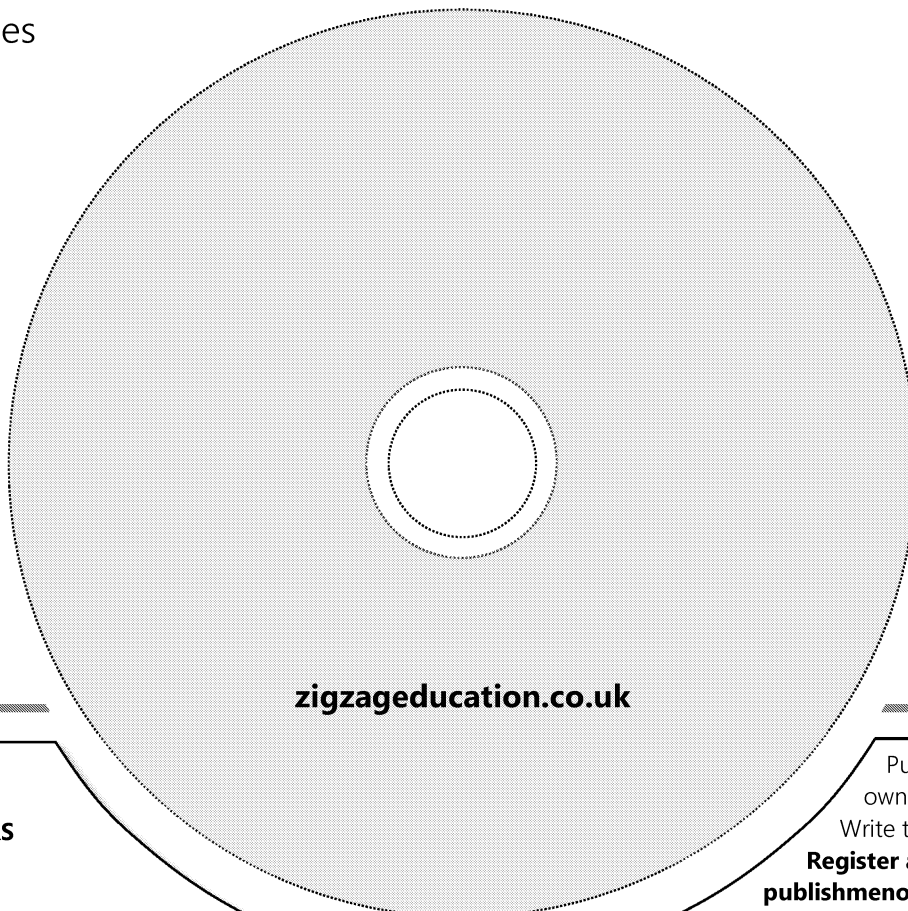**first exams in 2018 (2017 for AS)**

Keyword Activities

for AS and A Level Year 1 AQA Religious Studies

Component 1A: Philosophy of Religion

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Contents

Summary of Topics

	Topic Title	Spec Reference
1	Arguments for the Existence of God: Design	
2	Arguments for the Existence of God: Ontological	
3	Arguments for the Existence of God: Cosmological	
4	The Problem of Evil and Suffering	3.1.1
5	Responses to the Problem of Evil and Suffering	
6	Religious Experience	
7	Verifying Religious Experience	

Teacher's Introduction

Overview

This resource has been produced to support teaching and learning of the **AS and A Level AQA Year 1 Religious Studies** specification **(7061/7062)** for **Component 1A: Philosophy of Religion**. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the content for the topic:

- Arguments for the existence of God – design, ontological and cosmological arguments
- The problem of evil and suffering and responses to the problem of evil and suffering
- The nature of religious experience and verifying religious experience

For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom use, 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 the 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.
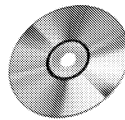
Providing easy access to the activities are two HTML menus:

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 does include links to the solutions.
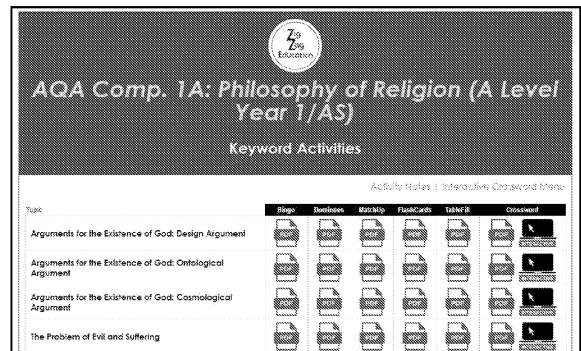
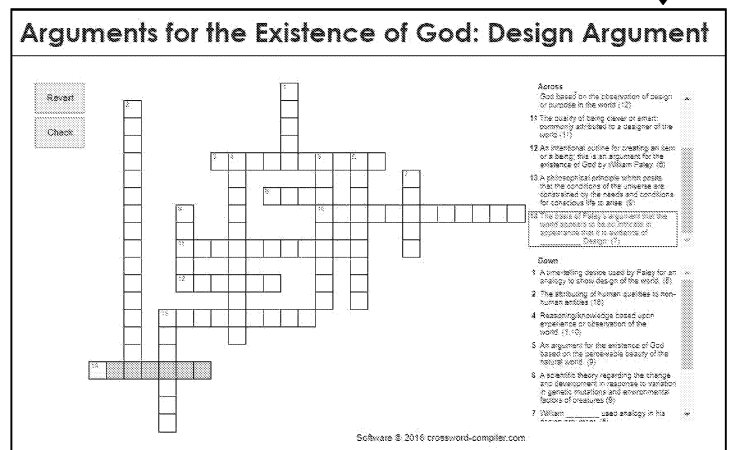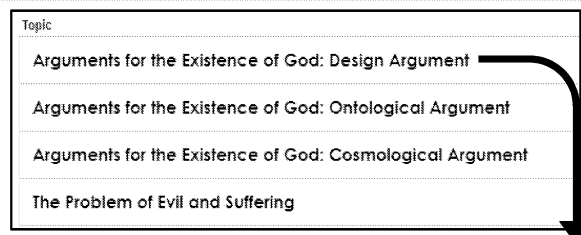2. ***Interactive Crossword* Menu** →

    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).

Activity Types

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

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 student must match the definition 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 of easing 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 / Loop Cards
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 half 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 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 out each card and stick them together so the keyword is on one side and the definition the other. In addition, students could use these to play a game of pairs. Cut each card in two and place them all face down on the table. Students will then take it in turns to turn over two cards with the aim of matching a keyword to its definition. Matched-up cards are removed, and the game is finished when all the cards have been matched.

✓ PDF

Glossary Builders

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 they have grasped the key terminology for each topic. Alternatively, the tables 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 the 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

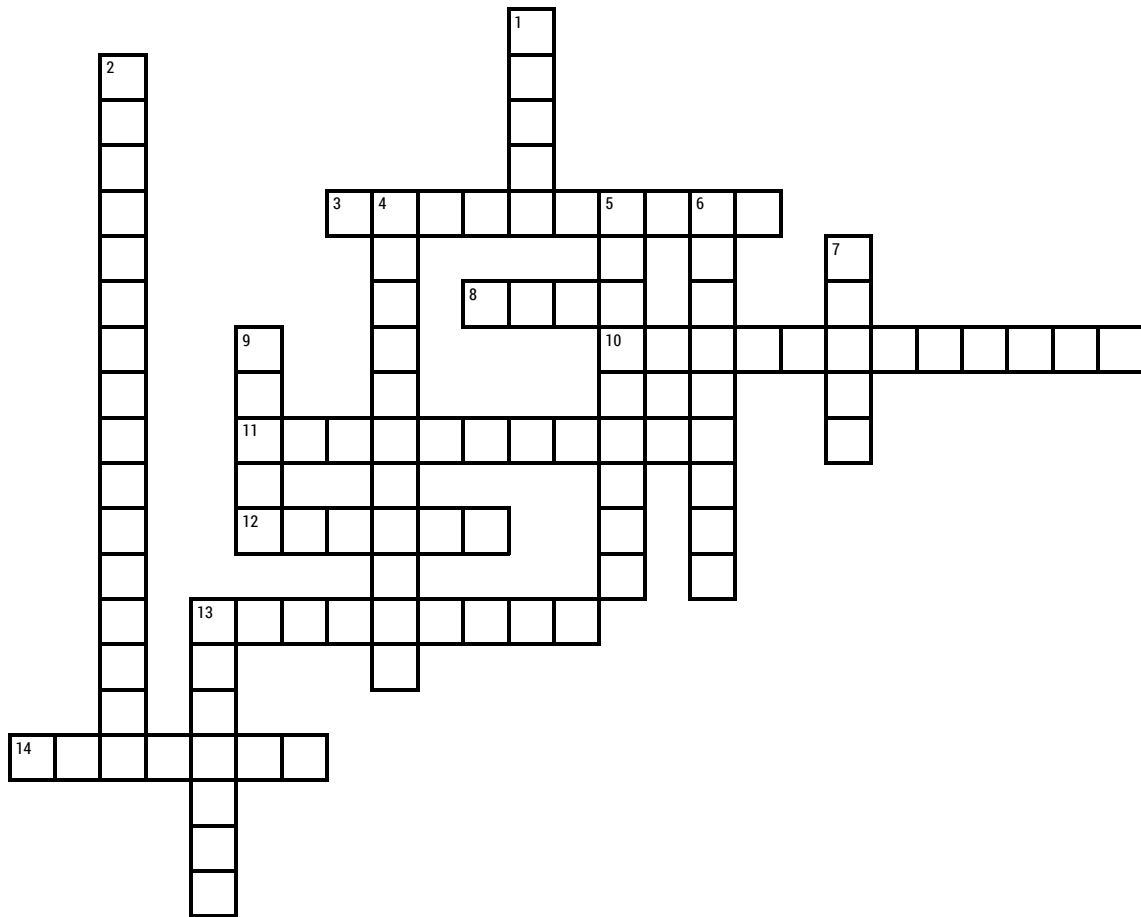# Selected Activities and Completed Glossary Page

This sample shows <u>one</u> example of several activities.
The whole resource contains approximately 40 activities –
6 or 7 activities for each of the 5 topics.

The resource covers 124 key terms.

Arguments for the Existence of God: Design Argument

Across

3 A person who crafts devices which display time; a key figure in William Paley's analogy (10)

8 The God of the _____ theory is often used by theists to explain issues with scientific theories (4)

10 Something that is directed towards an end; an argument for the existence of God based on the observation of design or purpose in the world (12)

11 The quality of being clever or smart; commonly attributed to a designer of the world (11)

12 An intentional outline for creating an item or a being; this is an argument for the existence of God by William Paley. (6)

13 A philosophical principle which posits that the conditions of the universe are constrained by the needs and conditions for conscious life to arise. (9)

14 The basis of Paley's argument that the world appears to be so intricate in appearance that it is evidence of _____ Design. (7)

Down

1 A time-telling device used by Paley for an analogy to show design of the world. (5)

2 The attributing of human qualities to non-human entities (16)

4 Reasoning/knowledge based upon experience or observation of the world. (1,10)

5 An argument for the existence of God based on the perceivable beauty of the natural world. (9)

6 A scientific theory regarding the change and development in response to variation in genetic mutations and environmental factors of creatures (9)

7 William _____ used analogy in his design argument. (5)

9 Hume suggested that such a watchmaker must be _____ if the watch in question has as many issues as the world. (5)

13 The _____ of the watch is a key part of Paley's design argument. (7)

Arguments for the Existence of God: Design Argument *(Table Fill)*

An intentional outline for creating an item or a being; this is an argument for the existence of God by William Paley.	
Theologian who posited the watch and watchmaker analogy.	
A comparison of two similar things, with the aim of explaining or clarifying the nature of one or both things.	
The quality of being clever or smart; commonly attributed to a designer of the world	
Reasoning/knowledge based upon experience or observation of the world.	
Something that is directed towards an end; an argument for the existence of God based on the observation of design or purpose in the world	
The attributing of human qualities to non-human entities	
The basis of Paley's argument that the world appears to be so intricate in appearance	
An argument for the existence of God based on the perceivable beauty of the natural world.	
A person who crafts devices which display time; a key figure in William Paley's analogy	
A time-telling device used by Paley for an analogy to show design of the world.	
A designer of a time-telling device who is without sight; the title of a book by Richard Dawkins challenging the existence of God.	
A scientific theory regarding the change and development in response to variation in genetic mutations and environmental factors of creatures	
A philosophical principle which posits that the conditions of the universe are constrained by the needs and conditions for conscious life to arise.	
A term usually used against theological arguments which fallaciously assume the existence of a deity from scientific ignorance about the world.	

Arguments for the Existence of God: Design Argument (Match Up)

1	A comparison of two similar things, with the aim of explaining or clarifying the nature of one or both things.
2	A designer of a time-telling device who is without sight; the title of a book by Richard Dawkins challenging the existence of God.
3	A person who crafts devices which display time; a key figure in William Paley's analogy
4	A philosophical principle which posits that the conditions of the universe are constrained by the needs and conditions for conscious life to arise.
5	A scientific theory regarding the change and development in response to variation in genetic mutations and environmental factors of creatures
6	A term usually used against theological arguments which fallaciously assume the existence of a deity from scientific ignorance about the world.
7	A time-telling device used by Paley for an analogy to show design of the world.
8	An argument for the existence of God based on the perceivable beauty of the natural world.
9	An intentional outline for creating an item or a being; this is an argument for the existence of God by William Paley.
10	Reasoning/knowledge based upon experience or observation of the world.
11	Something that is directed towards an end; an argument for the existence of God based on the observation of design or purpose in the world
12	The attributing of human qualities to non-human entities
13	The basis of Paley's argument that the world appears to be so intricate in appearance
14	The quality of being clever or smart; commonly attributed to a designer of the world
15	Theologian who posited the watch and watchmaker analogy.

Design	
William Paley	
Analogy	
Intelligent	
A posteriori	
Teleological	
Anthropomorphism	
Complex design	
Aesthetic	
Watchmaker	
Watch	
Blind watchmaker	
Evolution	
Anthropic	
God of the Gaps	

Arguments for the Existence of God: Design Argument

Across:
3. WATCHMAKER
8. GAPS
10. TELEOLOGICAL
11. INTELLIGENT
12. DESIGN
13. ANTHROPIC
14. COMPLEX

Down:
1. WATCH
2. ANTHROPOMORPHIS
4. APOSTORI
5. AESTHETIC
6. EVOLUTION
7. PALEY
9. BLIND
13. ANALOGY