

**2016 specification**  
first exams in 2018

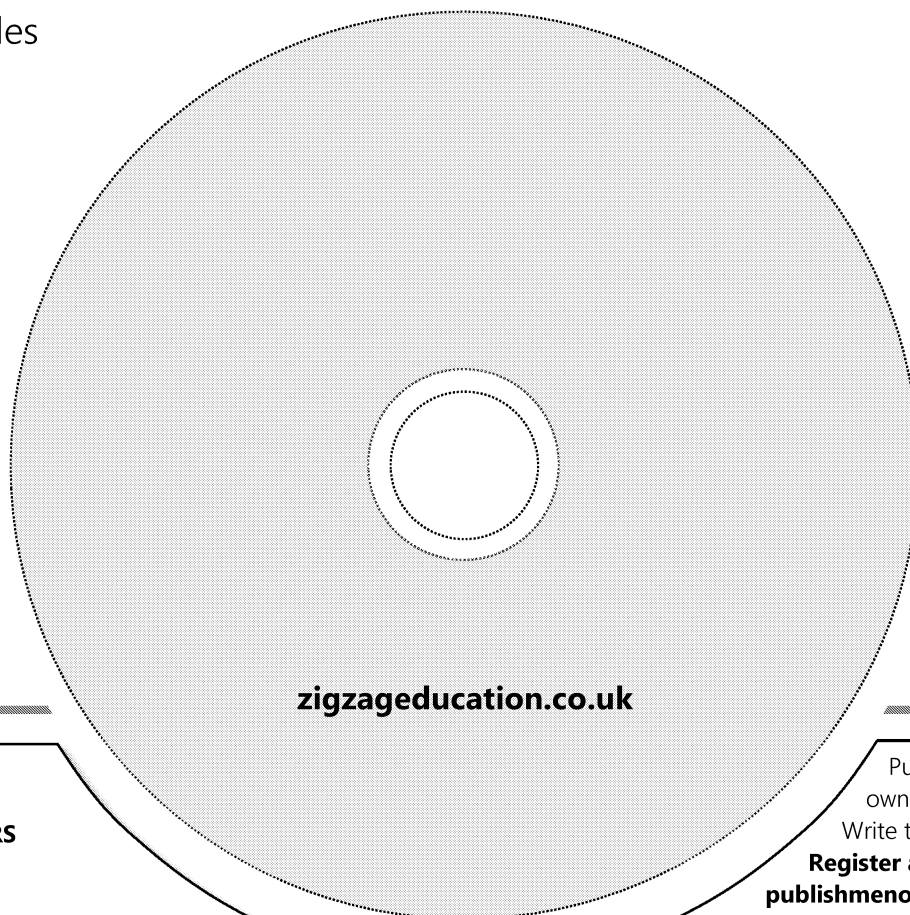


# Keyword Activities

for A Level Year 2 AQA  
Religious Studies

## Component 1A: Philosophy of Religion

I Geddes



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# Contents

Product Support from ZigZag Education .....	ii
Terms and Conditions of Use .....	iii
Teacher's Introduction.....	iv
Activity Types .....	v
Crosswords.....	7 pages
Match-up Activities .....	7 pages
Table-fill Activities.....	7 pages
Keyword Answers.....	7 pages
Crossword Solutions .....	7 pages

## Summary of Topics

	Topic Title	Spec Reference
1	Religious Language (1)	3.1.1
2	Religious Language (2)	
3	Religious Language (3)	
4	Miracles (1)	
5	Miracles (2)	
6	Self, Death and the Afterlife (1)	
7	Self, Death and the Afterlife (2)	

# Teacher's Introduction

## Overview

This resource has been produced to support teaching and learning of the **A Level AQA Year 2 Religious Studies** specification (**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:

- Religious Language
- Miracles
- Self, Death and the Afterlife

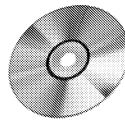
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom use, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the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

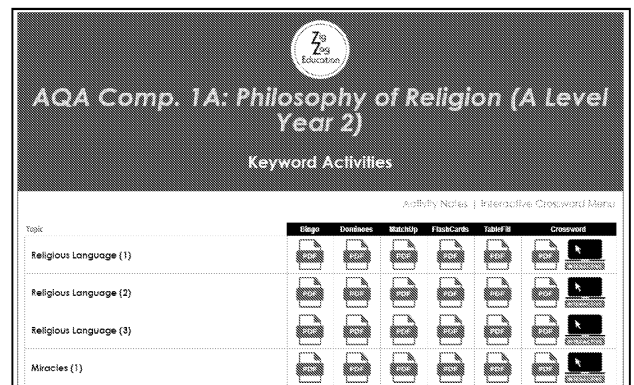
### 1. Access All Menu



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.

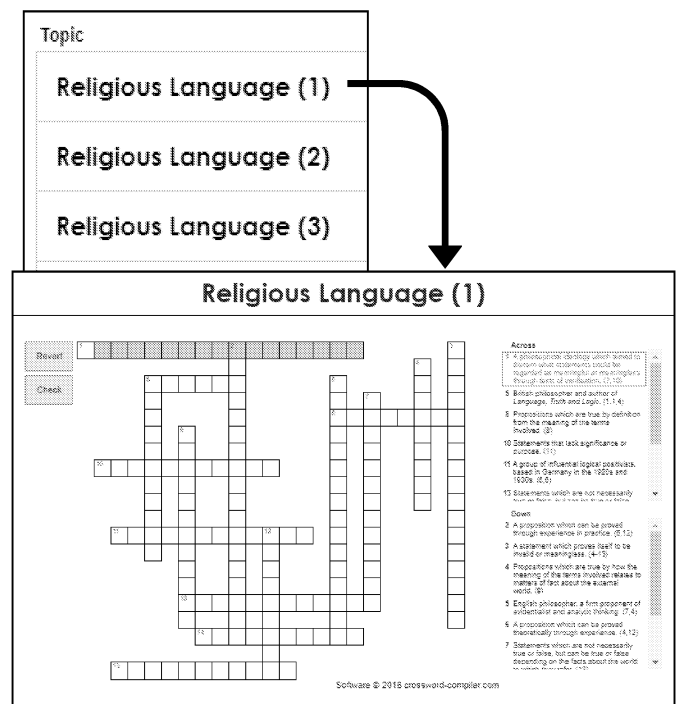


### 2. Interactive Crossword Menu



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 Bingo Question sheet or 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**

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This sample shows one example of several activities.  
The whole resource contains approximately 20 activities –  
6 or 7 activities for each of the 3 topics.

The resource covers 110 key terms.

## Religious Language (1) *(Table Fill)*

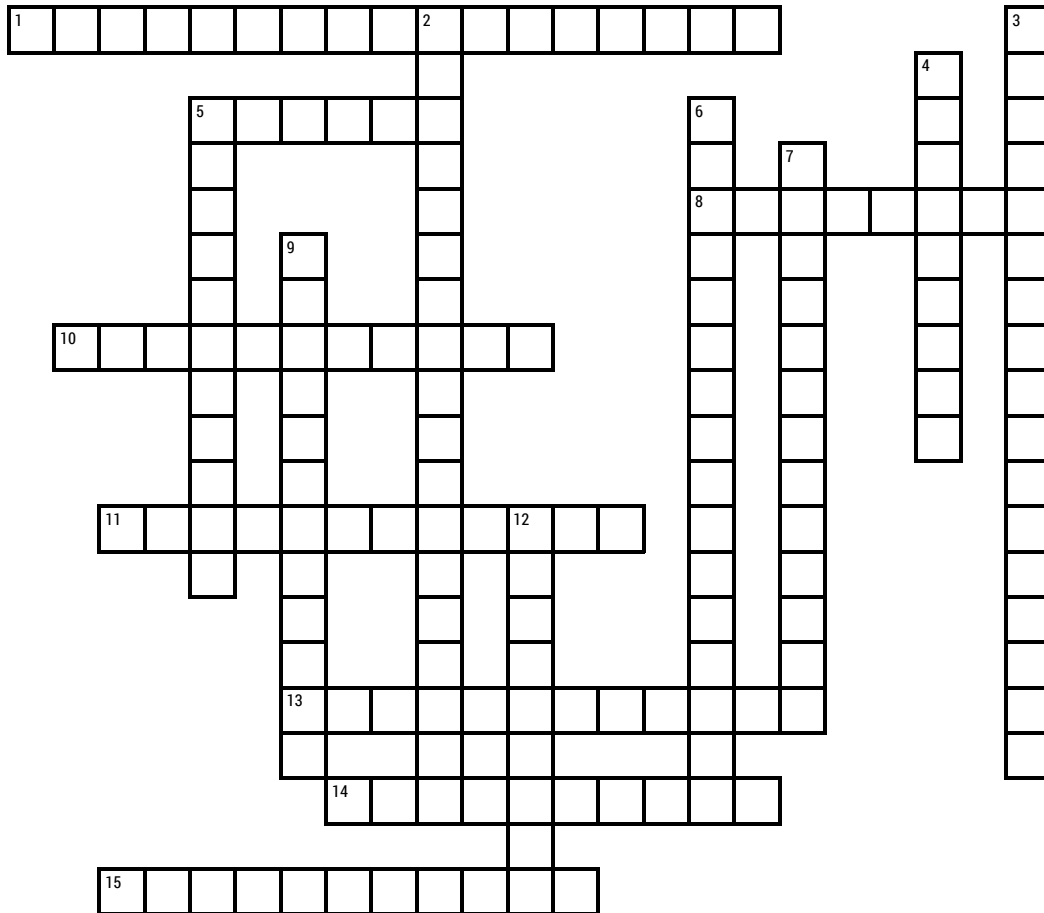
A statement which is intending to put forward a proposition and, therefore, can be said to be either true or false in nature.	
A statement which does not forward a proposition and, therefore, cannot be said to be true or false.	
A principle by A J Ayer regarding the meaningfulness of statements, strongly influenced by the Vienna Circle	
A principle by Anthony Flew which argues that believers must be able to permit their beliefs to be proved wrong.	
A philosophical ideology which aimed to discern what statements could be regarded as meaningful or meaningless through tests of verification.	
A group of influential logical positivists, based in Germany in the 1920s and 1930s.	
Propositions which are true by definition from the meaning of the terms involved.	
Propositions are those which are true by how the meaning of the terms involved relates to matters of fact about the external world.	
Statements that lack significance or purpose.	
Statements that are true by definition.	
A proposition which can be proved through experience in practice.	
A proposition which can be proved theoretically through experience.	
English philosopher, a firm proponent of evidentialist and analytic thinking.	
British philosopher and author of <i>Language, Truth and Logic</i> .	
Statements which are not necessarily true or false, but can be true or false depending on the facts about the world to which they refer.	
A statement which proves itself to be invalid or meaningless.	

## Religious Language (1) *(Match Up)*

1	A proposition which can be proved theoretically through experience.
2	A group of influential logical positivists, based in Germany in the 1920s and 1930s.
3	A philosophical ideology which aimed to discern what statements could be regarded as meaningful or meaningless through tests of verification.
4	A principle by A J Ayer regarding the meaningfulness of statements, strongly influenced by the Vienna Circle
5	A principle by Anthony Flew which argues that believers must be able to permit their beliefs to be proved wrong.
6	A proposition which can be proved through experience in practice.
7	A statement which does not forward a proposition and, therefore, cannot be said to be true or false.
8	A statement which is intending to put forward a proposition and, therefore, can be said to be either true or false in nature.
9	A statement which proves itself to be invalid or meaningless.
10	British philosopher and author of <i>Language, Truth and Logic</i> .
11	English philosopher, a firm proponent of evidentialist and analytic thinking.
12	Propositions are those which are true by how the meaning of the terms involved relates to matters of fact about the external world.
13	Propositions which are true by definition from the meaning of the terms involved.
14	Statements that are true by definition.
15	Statements that lack significance or purpose.
16	Statements which are not necessarily true or false, but can be true or false depending on the facts about the world to which they refer.

<b><i>Cognitive</i></b>	
<b><i>Non-cognitive</i></b>	
<b><i>Verification</i></b>	
<b><i>Falsification</i></b>	
<b><i>Logical positivism</i></b>	
<b><i>Vienna Circle</i></b>	
<b><i>Analytic</i></b>	
<b><i>Synthetic</i></b>	
<b><i>Meaningless</i></b>	
<b><i>Tautologies</i></b>	
<b><i>Strong verification</i></b>	
<b><i>Weak verification</i></b>	
<b><i>Anthony Flew</i></b>	
<b><i>A J Ayer</i></b>	
<b><i>Contingent</i></b>	
<b><i>Self-contradicting</i></b>	

## Religious Language (1)



### Across

- 1 A philosophical ideology which aimed to discern what statements could be regarded as meaningful or meaningless through tests of verification. (7,10)
- 5 British philosopher and author of *Language, Truth and Logic*. (1,1,4)
- 8 Propositions which are true by definition from the meaning of the terms involved. (8)
- 10 Statements that lack significance or purpose. (11)
- 11 A group of influential logical positivists, based in Germany in the 1920s and 1930s. (6,6)
- 13 Statements which are not necessarily true or false, but can be true or false depending on the facts about the world to which they refer. (12)
- 14 Statements which are not necessarily true or false, but can be true or false depending on the facts about the world to which they refer. (10)
- 15 Statements that are true by definition. (11)

### Down

- 2 A proposition which can be proved through experience in practice. (6,12)
- 3 A statement which proves itself to be invalid or meaningless. (4-13)
- 4 Propositions which are true by how the meaning of the terms involved relates to matters of fact about the external world. (9)
- 5 English philosopher, a firm proponent of evidentialist and analytic thinking. (7,4)
- 6 A proposition which can be proved theoretically through experience. (4,12)
- 7 Statements which are not necessarily true or false, but can be true or false depending on the facts about the world to which they refer. (13)
- 9 A statement which does not forward a proposition and, therefore, cannot be said to be true or false. (3-9)
- 12 A statement which is intending to put forward a proposition and, therefore, can be said to be either true or false in nature. (9)



