



# Keyword Activities for AS and A Level Year 1 Edexcel Religious Studies

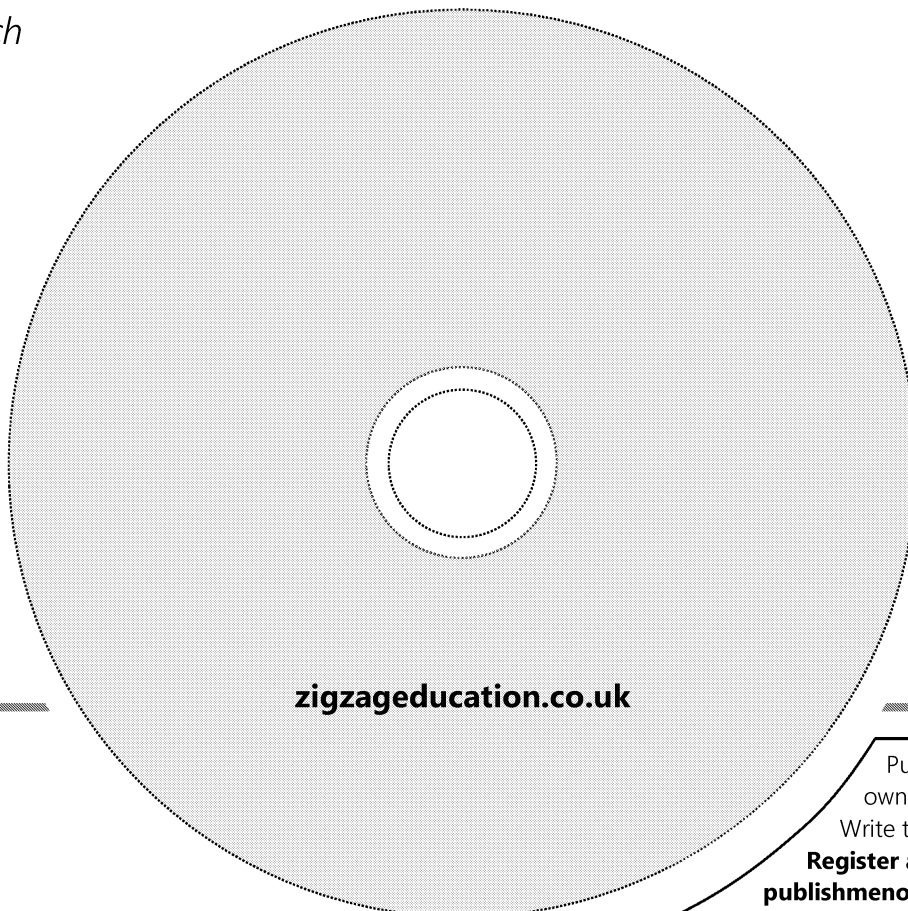
## Paper 2: Religion and Ethics

C Couch



**BG8/  
6578**

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## Summary of Topics

	Topic Title	Spec Reference
1	Environmental Issues	1.1
2	Equality	1.2
3	Utilitarianism	2.1
4	Situation Ethics	2.2
5	Natural Moral Law	2.3
6	War and Peace	3.1
7	Sexual Ethics	3.2

# Teacher's Introduction

## Overview

This resource has been produced to support teaching and learning of the **AS and A Level Edexcel Year 1 Religious Studies** specification (**8RS0/9RS0**) for **Paper 2: Religion and Ethics**. The learning content is covered by the following sets of keywords with matching descriptions, which cover all of the Learning Aims for the topic:

- 1.1 Environmental Issues
- 1.2 Equality
- 2.1 Utilitarianism
- 2.2 Situation Ethics
- 2.3 Natural Moral Law
- 3.1 War and Peace
- 3.2 Sexual Ethics

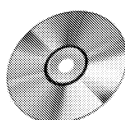
For each set, there are a number of different keyword activities on CD designed to give you a range of different options for classroom, homework and revision. This variety enables you to take a different approach to different topics – such as using the Crosswords as homework for one topic, and the Match 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 needs to be copied and pasted into an accessible location.



Providing easy access to the activities are two HTML menus:

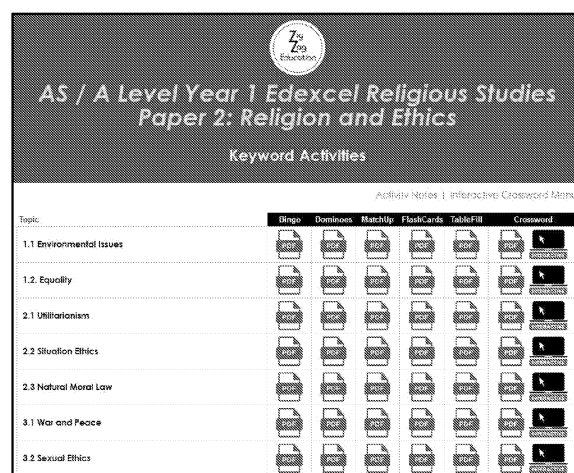
### 1. Access All Menu



Location: <index.html>

This menu, designed primarily for teacher use, includes links to everything on 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>

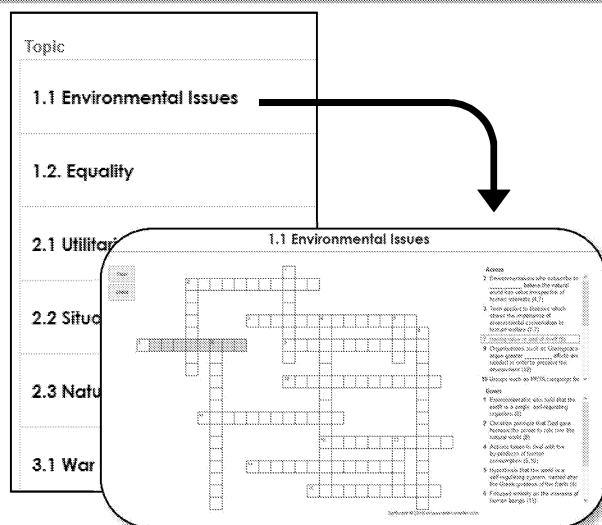
This menu, which can be accessed via the *Access All Menu* is included to allow learner access to just the interactive crosswords (without the answers).

### Free Updates!

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

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## 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 to ease students into their revision programme.

✓ PDF ✓ PAPER



INTERACTIVE

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 keyword 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 the other. In addition, students could use these to play a game of pairs. Cut each card in two and place face down on the table.

✓ PDF

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.

### 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, 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 pupils 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.

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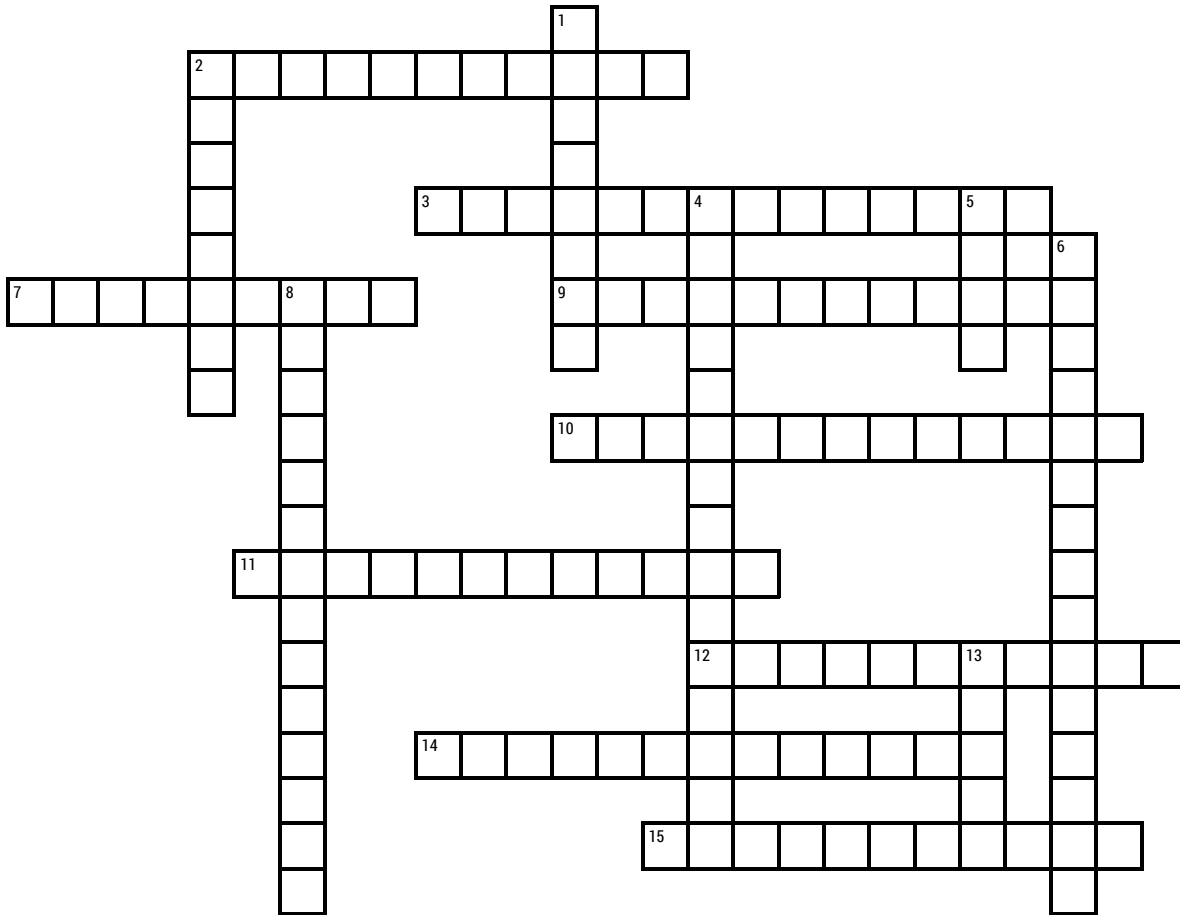
## **Selected Activities and Completed Glossary Page**

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This sample shows one example of several activities.  
The whole resource contains approximately 50 activities –  
6 or 7 activities for each of the 7 topics.

The resource covers 109 key terms.

## 1.1 Environmental Issues



### Across

- 2 Environmentalists who subscribe to \_\_\_\_ \_\_\_\_ believe the natural world has value irrespective of human interests (4,7)
- 3 Term applied to theories which stress the importance of environmental conservation to human welfare (7,7)
- 7 Having value in and of itself (9)
- 9 Organisations such as Greenpeace argue greater \_\_\_\_ efforts are needed in order to preserve the environment (12)
- 10 Groups such as PETA campaign for \_\_\_\_ \_\_\_\_ (6,7)
- 11 Having value because of the use or purpose it serves (12)
- 12 The natural world (11)
- 14 The increase in global temperatures, resulting in extreme weather conditions due to the increase in carbon in the atmosphere (7,6)
- 15 Christian principle that God told humans to care for and protect the environment (11)

### Down

- 1 Environmentalist who held that the earth is a single, self-regulating organism (8)
- 2 Christian principle that God gave humans the power to rule over the natural world (8)
- 4 Actions taken to deal with the by-products of human consumption (5,10)
- 5 Hypothesis that the world is a self-regulating system; named after the Greek goddess of the Earth (4)
- 6 Focused entirely on the interests of human beings (15)
- 8 Earth's ability to continue supporting life (14)
- 13 Norwegian philosopher, considered the founder of the Deep Ecology movement (5)

## 1.1 Environmental Issues *(Table Fill)*

Christian principle that God told humans to care for and protect the environment	
Action taken to preserve the environment	
Environmentalism who held that the earth is a single, self-regulating organism	
Earth's ability to continue supporting life	
Norwegian philosopher, considered the founder of the Deep Ecology movement	
Measures taken to protect non-human sentient beings	
Christian principle that God gave humans the power to rule over the natural world	
The increase in global temperatures, resulting in extreme weather conditions due to the increase in carbon in the atmosphere	
Actions taken to deal with the by-products of human consumption	
Approach to environmentalism which considers the world to have value independent of human needs and interests	
Hypothesis that the world is a self-regulating system; named after the Greek goddess of the Earth	
Having value in and of itself	
Having value because of the use or purpose it serves	
The natural world	
Focused entirely on the interests of human beings	
Term applied to theories which stress the importance of environmental conservation to human welfare	

## 1.1 Environmental Issues (Match Up)

Action taken to preserve the environment
Actions taken to deal with the by-products of human consumption
Approach to environmentalism which considers the world to have value independent of human needs and interests
Christian principle that God gave humans the power to rule over the natural world
Christian principle that God told humans to care for and protect the environment
Earth's ability to continue supporting life
Environmentalist who held that the earth is a single, self-regulating organism
Focused entirely on the interests of human beings
Having value because of the use or purpose it serves
Having value in and of itself
Hypothesis that the world is a self-regulating system; named after the Greek goddess of the Earth
Measures taken to protect non-human sentient beings
Norwegian philosopher, considered the founder of the Deep Ecology movement
Term applied to theories which stress the importance of environmental conservation to human welfare
The increase in global temperatures, resulting in extreme weather conditions due to the increase in carbon in the atmosphere
The natural world

<b><i>Stewardship</i></b>
<b><i>Conservation</i></b>
<b><i>Lovelock</i></b>
<b><i>Sustainability</i></b>
<b><i>Naess</i></b>
<b><i>Animal Welfare</i></b>
<b><i>Dominion</i></b>
<b><i>Climate Change</i></b>
<b><i>Waste Management</i></b>
<b><i>Deep Ecology</i></b>
<b><i>Gaia</i></b>
<b><i>Intrinsic</i></b>
<b><i>Instrumental</i></b>
<b><i>Environment</i></b>
<b><i>Anthropocentric</i></b>
<b><i>Shallow Ecology</i></b>



## 1.1 Environmental Issues

