



# Learning Grids

For GCSE AQA A Religious Studies

*Component 2: Theme B: Religion and Life*

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# Teacher's Introduction

These learning grids are a tool designed to help you deliver the GCSE AQA Religious Studies A specification: Theme B. The concept is that your students are assigned a topic to learn about (e.g. by giving them a set of pages to read from the Course Companion), possibly for homework, and then asked to complete the relevant learning grids. These activities may be particularly useful for your weaker learners, who may benefit from both 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 ask questions which your students should be able to answer correctly when they have studied the relevant topics. Each section begins with basic questions before progressing to a final, longer exam-style question that challenges a student's understanding of 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. It may also be useful to hand them out to students during their revision to assist them with answers they cannot find.

Throughout the learning grids there are a few questions that address material that is specific to one textbook. These are clearly marked with the relevant publisher where they appear in the resource (OUP, page 1).

Advantages of using these learning grids are:

- Some students will find this method of studying of great value, particularly if they find it difficult to absorb 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 and no interaction from the cover teacher.
- They are an independent learning resource.

You may want to photocopy the sheets onto A3 paper, particularly for students with reading or writing difficulties.



## Word + PDF

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

*For all formats the licence terms are that the purchasing institution can make unlimited copies on a single site, for students and teachers officially registered at that site.*

This edition supports students using the **ZigZag Education Theme B Religion and Life Course Companion (ZZBR/6843)**, **AQA GCSE Religious Studies A textbook**, by Marianne Fleming, Peter Smith and David Warden (Oxford University Press, 2016, ISBN 978-0-19-837033-8) and the **AQA GCSE Religious Studies Specification A textbook** by Lesley Parry, Jan Hayes and Sheila Butler (Hodder Education, 2016, ISBN 978-1-4718-6685-2).

**ZigZag Education is not affiliated with Oxford University Press, Hodder Education or AQA**

Some views expressed in this resource are the author's own interpretation of a certain idea or concept and may not reflect the opinions of others.

Sensitivity in teaching this resource is important as it deals with very sensitive content that may be upsetting or difficult for some students. It is vital that the teacher checks any content carefully beforehand to judge its suitability for their class. **In particular this resource discusses euthanasia, abortion, animal testing and death.** Please ensure that these discussions are viewed, along with any additional content you intend to use, **before** using them in class.

## 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](http://zzed.uk/freeupdates)**

May 2017

## **Selected Question and Answer Pages**

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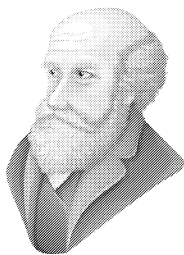
For demonstration only, the sample answer pages immediately follow their corresponding question pages

## 2.1 Religion and Life: The Origins of Life



OUP: pp. 96–97  
Hodder: pp. 259–265

ZZ: pp. 15–16

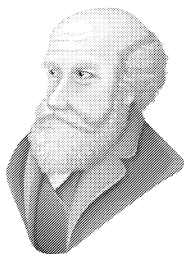
Question	Answers	
How do Genesis 1 and Genesis 2 describe the creation of human beings?	Genesis 1	
	Genesis 2	
How might fundamentalist and liberal Christians interpret this story?	Fundamentalist	
	Liberal	
Why might some traditional Christians view women as inferior due to the Genesis 2 account?		
Explain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

## 2.1 Religion and Life: The Origins of Life



OUP: pp. 96–97  
Hodder: pp. 259–265

ZZ: pp. 15–16

Question	Answers	
How do Genesis 1 and Genesis 2 describe the creation of human beings?	<b>Genesis 1</b>	<i>Genesis 1 states that God simply created human beings 'in his image'.</i>
	<b>Genesis 2</b>	<i>Genesis 2 states that God created Adam from the Earth, breathing life into him before creating the animals, birds and finally Eve, who was formed out of one of Adam's ribs.</i>
How might fundamentalist and liberal Christians interpret this story?	<b>Fundamentalist</b>	<i>Fundamentalist Christians take the Genesis accounts literally, believing that all the species in the world, including humans, were created by God separately and all human beings are descended from Adam and Eve.</i>
	<b>Liberal</b>	<i>More liberal Christians might accept the story as symbolic, taking instead the idea that God created human beings with a duty to care for the world, symbolised by Adam and Eve looking after the garden of Eden.</i>
Why might some traditional Christians view women as inferior due to the Genesis 2 account?	<i>Since Eve was created second, from one of Adam's ribs and as a helper for Adam, some traditional Christians might argue from this that women are subordinate or inferior to men.</i>	
Explain the theory of evolution by natural selection. 	<i>The theory of evolution states that over time, creatures undergo slow and eventually evolve into new species. Some of these new species can be better suited to survive in their environment and so increase their chance of survival. Genes are passed on to their offspring. Over time and depending on the environment, organisms can evolve into a wide array of new and more complex species.</i>	



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Question	Answers
<div data-bbox="136 204 517 272"><b>Exam-style Question</b></div> <div data-bbox="544 204 1534 272"> <b>'Abortion is only acceptable if the mother's life is at risk.'</b>  <b>Evaluate this statement giving reference to Christian teaching. (12 marks)</b> </div>	<div data-bbox="1626 172 2112 280"> Use the sentence starters below to complete an answer to this question. </div>
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...	


Question	Answers
<b>Exam-style Question</b>	<p><b>‘Abortion is only acceptable if the mother’s life is at risk.’</b>  <b>Evaluate this statement giving reference to Christian teaching. (12 marks)</b></p> <div>Use the sentence starters below to complete an answer to this question.</div>
Traditionally Christians have...	<i>opposed abortion on the basis that all life is sacred and so ending any form of it is equivalent to murder.</i>
This is often thought because of the concept of...	<i>the sanctity of life, and as such many Christian denominations (such as the Roman Catholic Church) forbids abortion except where it is a side-effect of other medical treatment.</i>
However critics have argued...	<i>it is more important to value quality of life over the sanctity of life and as such believe that abortion should be permitted in limited circumstances.</i>
Christians nevertheless believe that because...	<i>every person has a soul, they are part of God’s plan for humanity and so only God has the right to bring about or end a person’s life.</i>
This is supported by biblical passages, such as...	<i>Galatians 1:15, which indicate people have a soul even before they are born which means that Christians believe that God has a plan for every person for their life.</i>
Many believe, therefore, a person gains a soul...	<i>upon conception and so termination of a pregnancy is destroying that soul and God’s plan for them.</i>
However, it is important to consider what circumstances...	<i>might permit abortion. While saving the life of a mother is important there are possibly other situations where a greater good might take precedence over the sanctity of life.</i>
If, for example, the unborn child...	<i>is a product of rape, it seems to go against the Christian teachings of carrying through with the pregnancy, especially if it causes great physical distress.</i>
Some more liberal Christians therefore argue...	<i>it is wrong to enforce judgment upon the mother in this situation and it is better for her to have an abortion.</i>
Therefore, considering the different grounds for abortion and Christian teaching in the Gospels...	<i>there may be circumstances other than saving the mother’s life in which Christians permit abortion, if they are following Christian teachings of compassion and mercy.</i>



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Question	Answers
<p data-bbox="129 240 674 316"><b>How do other religions view euthanasia? Give one example.</b></p> 	

Question	Answers
<p><b>How do other religions view euthanasia? Give one example.</b></p> 	<p><b>Buddhism</b> – Buddhists may oppose euthanasia, on the basis that suffering can be seen to be a result of negative kamma carried over from previous lives. Instead they may support hospices, focusing on accepting death calmly so as to begin the next rebirth with a positive perspective.</p> <p><b>Hinduism</b> – Most Hindus consider active euthanasia to be wrong and going against the idea that all life is sacred. However, some see acts similar to passive euthanasia as being acceptable so older relatives don't have to be a burden on a family.</p> <p><b>Islam</b> – Muslims believe that Allah has a plan for each human being and ending one's life before then has the potential to deny a person entrance to paradise. They may in some cases, however, accept forms of passive euthanasia.</p> <p><b>Judaism</b> – Attitudes towards euthanasia vary greatly between Jewish people. Passive euthanasia may be allowed on the basis that it is not actively shortening a life however some liberal Jewish people might also fully support acts such as double-effect euthanasia, where medicines given to people also contribute to or hasten their death.</p> <p><b>Sikhism</b> – The duty of sewa means that Sikhs actively oppose euthanasia and rather support healing and caring for people who are dying. Suffering can be seen as a person dealing with negative karma accrued in their previous lives.</p>



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## **Additional Selected Question Pages**

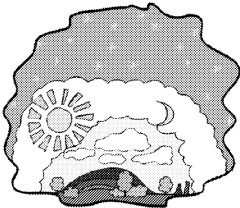
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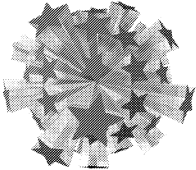
## 1.1 Religion and Life: The Origins of the Universe



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?	
<p>Is there any way to reconcile the Christian creation account with the Big Bang theory?</p> 	

Question	Answers
<div data-bbox="125 220 504 295"><b>Exam-style Question</b></div> <div data-bbox="526 220 1512 295"><b>Explain two ways in which Christians might interpret the creation account in Genesis 1. Refer to Scripture in your answer. (5 marks)</b></div>	<div data-bbox="1624 188 2110 300">Use the sentence starters below to complete an answer to this question.</div>
Some traditional or fundamentalist Christians choose...	
For example, examining Genesis 1:31...	
Many might even argue that modern scientific theory....	
If so, they are likely to regard ideas of the Big Bang or evolution as...	
They might also view the Genesis account as being more...	
One biblical passage that might support this interpretation is...	
This means that scientific theory...	